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ABSTRACT

This fifth annual survey presents the racial and ethnic distribution of students and staff in California community colleges. The emphasis is changed from previous years, however, to include statistical data on the sex composition of students and staff, and progress by the Chancellor's Office and the colleges in affirmative action efforts, including indepth descriptions of the affirmative action activities of several districts. The percentage of minorities in all student categories and nearly all ethnic classifications increased from fall 1972 to fall 1973. Minority students constitute approximately one-fourth of total college enrollment. Similar increases in minority composition of staff have occurred. During the fall of 1973, women constituted 48 percent of all enrollment and 41 percent of all district personnel. The appendixes, making up the major portion of the report, include statewide statistics on staff and students, the Chancellor's Office minority policy and statistics, the Affirmative Action Program Outline adopted by the Board of Governors, and other affirmative action related documents. (Author/MJK)

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RACIAL AND ETHNIC SURVEY

FALL 1973

CALIFORNIA
COMMUNITY
COLLEGES

JC 750 011

Chancellor's Office
Sacramento

July 1974

PREFACE

This fifth annual Racial and Ethnic Survey, required by Title 5 of the Administrative Code, continues the format of previous studies by presenting the racial and ethnic distribution of students and staff in California Community Colleges. The emphasis, however, is changed significantly to include also:

a. Statistical data on sex composition of students and staff, and

b. Progress by the Chancellor's Office and Community Colleges in affirmative action efforts, including in-depth description of the specific activities of several districts.

Future surveys will be continued on an annual basis but rely to the maximum extent possible upon federal reporting, thereby reducing district obligations for information. In addition, future surveys will continue to include discussions of progress in affirmative action and show the sex composition, as well as racial and ethnic distribution, of staff and students.

The percentage of minorities in all student categories and nearly all ethnic classifications increased from fall 1972 to fall 1973. Minority students constitute approximately one-fourth of total college enrollment. Similar increases in minority composition of staff have occurred, with minority employees representing nearly 14 percent of all employees. During fall 1973, women constituted 48 percent of all enrollment and 41 percent of all district personnel.

Limited data available suggest there was no significant difference in first-year persistence rates between (a) minority and non-minority students or between (b) men and women students in Community Colleges during 1972-73.

In-depth descriptions of efforts by several college districts indicate the many constraints which must be overcome and problems to be solved in planning, implementing, and evaluating an effective affirmative action program.

Our thanks to all who participated in this effort, particularly to members of the Chancellor's Advisory Committee on Affirmative Action and to Joseph Freitas of the Analytical Studies staff who prepared the report.

Sidney W. Brossman
Chancellor

Charles McIntyre
Director
Analytical Studies

July 1974

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RACIAL AND ETHNIC SURVEY
FALL 1973
CALIFORNIA COMMUNITY COLLEGES

BACKGROUND

In the context of EOPS regulations, the California Administrative Code (Title 5, Section 56110) requires that:

> An annual ethnic survey of the student population, instructional staff, administrative staff, supportive staff, and noncertificated staff shall be conducted by each college and submitted through the district to the Chancellor.

The Board reviewed the first of these reports in October 1970 covering results for fall 1969. At Board request, a one-time survey of minority composition of students in apprenticeship programs was also included. Similar surveys, expanded to include vocational educational students and staff, have been reported to the Board each subsequent year.

This is the fifth annual report to the Board on the racial and ethnic composition of Community College students and staff. This report focuses less on statistical analysis, emphasizing instead district affirmative planning and implementation. This direction should be more useful to district personnel involved in equal opportunity programs.

Affirmative action planning is considered to be a set of result-oriented procedures with the objective of equal employment opportunity, though the enrollment of students is also implied. Current affirmative action efforts find their legal origins in the Civil Rights Act of 1866, though it was not until 1968 that the U.S. Supreme Court found this Act constitutional. Recent court activity indicates that the 1866 law may have considerable impact upon employers, including educational institutions.

As a concept, affirmative action grew out of civil rights activities of the 1960's and became recognized as an approach for achieving equal employment opportunity by the issuance of Presidential Executive Order 11246 in 1965. This and subsequent executive orders derived statutory basis from the Civil Rights Act of 1964 (Title VI and Title VII). The Equal Employment Opportunity Act of 1972 amended the Civil Rights Act by removing the exemption for educational institutions. Under the new law, the Equal Employment Opportunity Commission is empowered to institute proceedings against any employer of 15 or more employees. This provision effectively encompasses all Community College districts. Further, the Office for Civil Rights of the Department of Health, Education, and Welfare also has concurrent jurisdiction over educational institutions.

Rules and regulations under Executive Order 11246 are established by the Department of Labor and published in the Federal Register. In October 1972 the Department of Labor in cooperation with the Office of Civil Rights published regulations requiring all educational institutions, public as well as private, to maintain a written affirmative action plan.

Section 1411 of the California Fair Employment Practices Act of 1959, as amended in 1967, states:

> It is hereby declared as the public policy of this state that it is necessary to protect and safeguard the right and opportunity of all persons to seek, obtain, and hold employment without discrimination or abridgment on account of race, religious creed, color, national origin, ancestry, or sex.

This Act also defines "affirmative actions" and empowers the Fair Employment Practices Commission to investigate and prevent unlawful employment practices. The Division of Fair Employment Practices "may engage in affirmative actions with employers, employment agencies, and labor organizations in furtherance of the purposes ... as expressed in Section 1411."

The Board of Governors adopted a prototype affirmative action program outline in April 1969 and directed the Chancellor to request Community Colleges to adopt appropriate programs. In September 1971 the Board adopted a "Statement of Policy on Minority Personnel Practices" (Appendix B). Although addressed primarily to the Chancellor's Office, the Statement requested Community College districts to reexamine their personnel practices and adopt affirmative action programs.

In April 1973, the Board adopted a resolution encouraging the Community Colleges in their affirmative action planning and directing the Chancellor to transmit a revised affirmative action program outline (Appendix H) to the districts for their consideration in developing plans. The new outline updated and expanded the one developed in 1969. In keeping with Executive Order 11246, the outline specified development of a plan setting forth goals and objectives and a timetable for implementation, as well as in-depth analysis of problem areas and district follow-up and evaluation of progress. This revised outline added provisions for women, reevaluation of testing procedures used for employment of minorities and women, and programs of in-service training.

CHANGES IN THIS YEAR'S SURVEY

This year's survey was simplified by deleting the section on apprenticeship programs, recognizing

(a) The need for a broader approach with less emphasis on specific programs.

(b) That the one-time request by the Board has been satisfied.

(c) The need to avoid duplication of other efforts by the Chancellor's Office and Division of Apprenticeship Standards.

This deletion made possible redesign of the survey instrument to a single page. While this change appeared to be a change in the data required, the information requested was exactly the same as that of the prior year (less the apprenticeship data).

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A questionnaire was included this year to solicit information on:

a. Student data collection procedures.
b. Availability and validity of ethnic composition data on the general population at the district level.
c. Local board action on affirmative action planning and implementation.
d. Suggested changes in future surveys.

A third change stems from the problems discussed in last year's report concerning the appropriateness of K-12 ethnic composition as the Community College comparative base of "community composition" and permissible variation from that or any other base (Appendix F). No reference to district K-12 composition appears in this year's report.

Sex composition of selected staff and student categories has been added from data available from other reports (Appendix E).

Much of this year's agenda item is devoted to affirmative action considerations. The Board role in affirmative action is considered and the Chancellor's Affirmative Action Advisory Committee assisted in preparing the agenda item.

SURVEY RESULTS

Fall 1973 Community College students and staff by enrollment and employment categories and racial and ethnic classifications are shown in Appendix A, Tables 1 and 2. Changes in statewide minority composition of Community College students and staff for fall 1971, 1972, and 1973 are shown in Appendix A, Tables 3-8. Table 9 of Appendix A compares the minority composition of K-12 public schools and total enrollment of Community Colleges, fall 1971 and 1973.

The percent of minorities in all three student categories and in nearly all ethnic classifications increased from fall 1972 to fall 1973 (see Tables 4 and 5). The change in pattern of Black and Spanish-surname students in vocational education may be due to continuing difficulties in data reporting. Minority students apparently continue to attend more often on a full-time basis than do other students. Forty-eight percent of all students in fall 1973 were women.

Minorities in each staff category also increased in fall 1973, with the administration category showing the greatest gain (Tables 7 and 8). Of district personnel employed in all categories, 41 percent are women. Table 3, Appendix E, provides greater detail on women students and staff. For districts reporting both parameters, data indicate very little difference in minority composition of the combined staff categories between full-time employees and total employees. Full-time employee data show 14.2 percent minority staff, while 13.6 percent of all employees are reported as minority.

Appendix J provides similar district detail on students and staff for fall 1972.

Appendix C summarizes information about data collection techniques. Seventy-four percent of the colleges use some form of self-identification during registration to identify racial and ethnic minorities. Fifty-one percent have students identify their ethnic background on regular registration forms, while 23% use a special form for this purpose. Some colleges use more than one procedure. Ten colleges obtain the information from admissions application.

Persistence characteristics of women and minority students may be analyzed by reference to the only current study in this area being conducted by the Postsecondary Education Commission. A recent progress report, The Other Side of Persistence, examining "nonpersistence" of the student sample after one year's time, noted:

> Percentages of minority group students among those who withdrew during, and discontinued after, the fall term were obtained for comparison with the percentages of minority students in the total sample. The percentages were similar. Minority students constituted 22% of the total sample studied and 20% of the nonpersistors for fall 1972 term. The same percentage was found for men and women. The percentage of minority students who withdrew during the term was slightly higher than the percentage which discontinued after the term (22% and 18%, respectively). Thus minority groups students do not appear to differ significantly from other students, with respect to their race, in persistence in their first year of enrollment.
>
> Full-time men and women do not differ with respect to rates of nonpersistence, with fewer than 20% of each group failing to persist beyond the end of the fall term.
>
> ... Sixty-three percent of the women in evening classes did not persist beyond the first term, compared with fifty percent of the men. However, men enrolled part-time in day classes exhibited a slightly higher rate of nonpersistence than women (46%, compared with 43%). Time of day of enrollment thus appears to be of somewhat greater significance than sex in determining rates of persistence, when rates for part-time students are compared.

Thus, there do not appear to have been significant differences during 1972-73 in persistence rates between (a) racial and ethnic minorities and non-minorities or between (b) men and women in California Community Colleges. In any case, Commission staff concluded (correctly) that such nonpersistence rates do not accurately measure either success or failure on the part of those enrolled in a Community College:

> We conclude that nonpersistence must not be equated with failure because of the large proportion of students with high grades who appear to have achieved their objectives in a single term. More generally, we conclude that early withdrawal or discontinuance is a complex phenomenon that needs to be examined further in the multi-faceted context of student welfare, institutional standards, and the State's interest.

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SURVEY OF CHANCELLOR'S OFFICE

Appendix B includes the "Statement of Policy on Minority Personnel Practices" adopted by the Board in 1971 for the Chancellor's Office and a table (1 of Appendix B) comparing the current staff composition with that of April 1971. Percentage of minorities employed has increased almost 4 points and, currently, women constitute 56% of all categories.

In order to comply with a July 1, 1974 deadline, an affirmative action plan for the Chancellor's Office has been prepared for submittal to the State Personnel Board. As in the case of all other state agencies, this plan must include goals to be achieved and the assignment of responsibility to a specific individual as plan enabler.

STATUS OF AFFIRMATIVE ACTION PLANNING

Development of affirmative action programs in California's Community Colleges may be based upon:

a. Moral commitment to the principle of equal opportunity for all.

b. Responsibility as an educational institution to provide leadership in this field to the local community.

c. Legal mandate derived from statutes, executive orders, rules and regulations, and court decisions. Among these are:

   (1) California Fair Employment Practices Act of 1959, as amended in 1967.

   (2) Civil Rights Act of 1964.

   (3) Equal Employment Opportunity Act of 1972.

   (4) Presidential Executive Order 11246, as amended by Executive Orders 11375 and 11478.

   (5) Department of Labor Revised Orders No. 4 and No. 14.

   (6) Education Amendments of 1972.

   (7) State Plan for Equal Opportunity on Apprenticeship.

   (8) Griggs vs. Duke Power Company.

   (9) Rules and regulations as published in the Federal Register

Federal equal opportunity requirements are administered by a variety of

departments and agencies. Four have special concern for colleges and universities:

a. The Equal Employment Opportunity Commission administers Title VII of the Civil Rights Act of 1964, amended in 1972 to extend coverage to institutions of education.

b. The Wage and Hour Division, Employment Standards Administration, Department of Labor, administers the Fair Labor Standards Act of 1938, as amended, including the Equal Pay Act of 1963, amended (1972) to include executive, administrative, and professional employees.

c. The Office of Federal Contract Compliance, Department of Labor, has authority to develop policy and oversee federal enforcement of Executive Order 11246, as amended by Executive Order 11375 to include sex discrimination.

d. The Office for Civil Rights, Department of Health, Education, and Welfare, has been designated by the Office of Federal Contract Compliance to be the enforcement agency with respect to affirmative action requirements in educational institutions.

Requirements of Executive Order 11246 are implemented by regulations of the Department of Labor. The Department determines matters of general applicability, including scope of coverage, obligations of employers subject to that coverage, administrative requirements applicable to federal agencies, steps in investigation and enforcement of compliance, and guidance for filing complaints of discrimination.

The Equal Employment Opportunity Commission has been delegated authority derived from the Civil Rights Act of 1964 to investigate discrimination complaints in educational institutions and may refer its findings to the courts for litigation without proceeding through the Department of Justice, as had been the procedure previously.

The Office for Civil Rights is responsible for enforcement of Executive Order 11246, as amended by Executive Order 11375, in institutions of higher education. These orders impose equal employment opportunity requirements on federal contractors and construction contractors in projects receiving more than $10,000 in federal assistance from the Department of Health, Education, and Welfare. Noncompliance with the nondiscrimination provisions may result in a contract being "cancelled, terminated, or suspended in whole or in part and the contractor may be declared ineligible for further Government contracts." A Community College district may be a federal (prime) contractor.

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Overlapping jurisdiction of these agencies is a problem, particularly when different agencies apply differing standards on the same issues. The college and university community should monitor and review federal developments in the area of affirmative action continuously to assure that the several federal agencies involved understand the unique operation of educational institutions.

Appendices C and D summarize information about local board initiatives in affirmative action policy adoption, affirmative action plan activities, and general features of the plan, if one has been adopted.

As of March 1974, 53 of 68 responding districts, or 78%, indicate their governing boards have adopted affirmative action policy statements, but only 22 districts, or 32%, have adopted plans. An additional 36 districts had plans either scheduled for, or actually under, preparation. Only ten districts, or 15%, were not preparing plans at all. (A similar survey conducted by the Chancellor's Office in November 1972 indicated that of 49 responding districts, 10 had adopted plans, 29 were in some stage of preparation, and 10 were not preparing plans.)

Half the 22 adopted plans include provisions for analyzing student composition. Although all plans are said to establish goals, only 14 specify a timetable for achieving the stated goals.

Appendix D summarizes districts' recommendations for future surveys, including frequency and amount of detail to be included. Seventy-two percent of respondents favored less frequent surveys, while 60% indicated less detail was desirable.

ELEMENTS OF AFFIRMATIVE ACTION PLANNING

Appendix G contains a general description of elements involved in affirmative action planning, implementation, and evaluation, which may prove of value to districts without completed plans. This material has been synthesized from several sources and covers most features of a "comprehensive" affirmative action program, including consideration of student composition.

DESCRIPTION OF AFFIRMATIVE ACTION PLANNING BY SELECTED DISTRICTS

Six districts were asked to prepare a brief description of the development and content of their affirmative action planning efforts, covering the following points:

a. Events leading up to the development of the plan, including breadth and intensity of involvement of all elements of college and community.

b. Brief review of the main features of the adopted plan, including date of adoption and specific goals and timetables.

c. Strategies for implementing plan and evaluating its effectiveness.

d. Evaluation of constraints on potential for implementation.

e. Progress to date in implementation and evaluation of the plan.

f. Further plans for increasing tempo of implementation and measuring effectiveness.

These statements were prepared by Yuba, Ventura, State Center, Grossmont, Pasadena, and Peralta Community College Districts and appear in Appendix I.

RECENT DEVELOPMENTS IN AFFIRMATIVE ACTION

The State Board of Education recently approved Title 5 regulations which alter its role in affirmative action planning. Among the findings are that:

a. The State Board of Education finds that school districts employ a disproportionately low number of racial and ethnic minority teachers and a disproportionately low number of women and members of racial and ethnic minorities in administrative positions.

b. Minority staff members tend to be concentrated in ethnically imbalanced schools.

c. It is educationally sound for students from the majority group to have positive experiences with minority people which can be provided, in part, by having minority teachers, counselors, and administrators at schools where the enrollment is largely made up of majority group students.

d. In general, it is educationally important for all students to learn from, develop positive experience with, and observe in responsible roles, persons of diverse religions, ages, ethnic backgrounds, and national heritages.

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e. In order for school districts and offices of county superintendents of schools to increase representation of diverse groups, there should be policy direction from the State Board of Education which requires such agencies to adopt and implement affirmative action employment plans.

f. In adopting these regulations, it is the intent of the State Board of Education to require educational agencies to adopt plans for increasing the numbers of persons at all levels of responsibility who belong to groups which are or have been under-represented in the past.

g. Each public education agency will develop and implement an affirmative action employment program for all operating units and at all levels of responsibility within its jurisdiction. The Affirmative Action Employment Program shall have goals and timetables for its implementation. The plan will be a public record within the meaning of the California Public Records Act (Government Code Sections 6250 through 6260).

h. By definition "public education agency" means the State Department of Education, each county superintendent of schools, and the governing board of each school district in California except Community College districts.

i. Goals are not "quotas" and do not prescribe any final number or percentage of employees (they should relate both to the qualitative and quantitative needs of the employer).

j. The Department of Education shall develop and disseminate to public education agencies guidelines to assist such agencies in developing and implementing affirmative action employment programs and shall render assistance to such agencies in carrying out the requirements of this chapter.

Another significant recent event was the decision of the U.S. Supreme Court not to hand down a ruling in the case of DeFunis vs. Odegaard. Some time ago a student, Marco DeFunis, brought suit against the University of Washington School of Law on the basis of race discrimination. In this instance the student, a Caucasian, was refused entrance to the school because the University was emphasizing admission of minority students. Subsequent to initiating legal action, DeFunis was admitted to the School of Law and has completed his studies. The Supreme Court refused to rule on the case on the basis that the specific question under litigation was now moot. Nevertheless, an important question has been raised and will have to be answered eventually.

Indicative of steps being taken at lower court levels is the settlement announced recently by the U.S. District Court in Los Angeles that three local racetracks and their employees' union have agreed that 60% of all new employees trained will be members of minorities or women. This program is to continue until the percentage of employees at the three tracks equals the racial and sex composition of Los Angeles County.

APPENDIX A

Table 1. Total Number of Students by Category and Percentage Distribution by Minority Classification, Statewide, Fall 1973

Student Category	Total	MINORITIES						Non-Minority	No Response
		Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
Full-time Enrollment	317,836	82,914	3,079	14,225	27,327	30,932	7,351	222,171	12,751
Total Enrollment	885,001	206,241	7,844	30,636	70,747	78,715	18,299	635,189	43,571
Vocational Education Students	290,836	70,455	2,697	8,909	26,863	25,018	6,968	210,040	10,341

Table 2. Total Number of Staff by Category and Percentage Distribution by Minority Classification, Statewide, Fall 1973

Staff Category	Total	MINORITIES						Non-Minority	No Response
		Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
Administration	1,192	147	5	14	76	48	4	1,045	-
Faculty & Other Cert.	28,027	3,126	66	620	1,158	1,145	137	24,874	27
Vocational Ed. Staff	11,259	1,066	30	187	407	384	58	10,193	-
Classified Personnel	12,729	2,907	43	326	1,353	1,072	113	9,811	11

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APPENDIX A

Table 3. Percentage of Students by Minority Classification, Statewide, Fall 1971

Student Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Full-time	22.9	1.0	3.6	7.6	8.7	2.0
Total	22.3	1.0	3.1	7.9	8.5	1.8
Vocational education	20.5	.9	3.0	5.6	9.4	1.5
Apprenticeship	18.1	.9	1.1	4.8	10.2	1.1

Table 4. Percentage of Students by Minority Classification, Statewide, Fall 1972

Student Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Full-time	25.1	1.0	4.3	8.4	9.2	2.3
Total	23.7	.9	3.7	8.1	9.0	2.0
Vocational education	23.3	.9	3.2	7.5	9.8	1.8
Apprenticeship	19.9	1.0	1.6	6.0	10.4	.8

Table 5. Percentage of Students by Minority Classification, Statewide, Fall 1973

Student Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Full-time	27.2	1.0	4.7	9.0	10.1	2.4
Total	24.5	.9	3.6	8.4	9.4	2.2
Vocational education	25.1	1.0	3.2	9.6	8.9	2.5

APPENDIX A

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Table 6. Percentage of Staff by Minority Classification, Statewide, Fall 1971

Staff Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Administration	8.5	.2	.6	4.7	3.0	-
Faculty and other certificated	9.4	.2	1.7	3.8	3.3	.5
Vocational education	8.7	.1	1.9	3.5	2.7	.5
Classified	21.4	.3	1.7	10.6	8.0	.6

Table 7. Percentage of Staff by Minority Classification, Statewide, Fall 1972

Staff Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Administration	9.7	.5	.9	4.9	3.2	.2
Faculty and other certificated	10.7	.2	2.0	4.1	3.9	.5
Vocational education	8.3	.2	1.8	3.2	2.8	.3
Classified	22.7	.5	2.1	10.6	8.9	.6

Table 8. Percentage of Staff by Minority Classification, Statewide, Fall 1973

Staff Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
Administration	12.3	.4	1.1	6.4	4.0	.3
Faculty and other certificated	11.2	.2	2.2	4.1	4.1	.5
Vocational education	9.5	.3	1.7	3.6	3.4	.5
Classified	22.9	.3	2.6	10.6	8.4	.9

APPENDIX A

Table 9. Percentage Distribution of Minorities in Public Schools K-12 and Total Enrollment of Community Colleges, Fall 1971 and 1973

Category	Total Minority	American Indian	Asian	Black	Spanish Surname	Other
K-12:						
Fall 1971	29.7	.4	2.3	9.9	16.0	1.1
Fall 1973	30.5	.5	3.0	9.8	17.2	n.a.
Percent change of total minority composition	2.7					
Community Colleges:						
Fall 1971	22.3	1.0	3.1	7.9	8.5	1.8
Fall 1973	24.5	.9	3.6	8.4	9.4	2.2
Percent change of total minority composition	9.9					

APPENDIX B

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BOARD OF GOVERNORS
CALIFORNIA COMMUNITY COLLEGES

STATEMENT OF POLICY
MINORITY PERSONNEL PRACTICES

The Board of Governors of the California Community Colleges directs the Chancellor to exhaust every reasonable means to hire and promote only members of ethnic minority groups in an effort to achieve an equitable balance among employees reflecting the minority ratio of students in California Community Colleges.

To help reach this goal the Chancellor shall widen and intensify staff recruiting efforts in coordination with the State Personnel Board and other sources, take full advantage of waivers available under civil service regulations and testing procedures to reach the aforementioned goal, seek civil service examinations open to those outside state service, and take steps to seat minority members on civil service oral examination panels.

The Chancellor's plan to name a representative committee of individuals to serve as a Chancellor's Advisory Committee on Minority Personnel Practices in California Community Colleges, Community College Districts and the Chancellor's Office is supported by the Board of Governors.

The Board of Governors, having issued an Affirmative Action statement in April 1969, now renews its call to California Community Colleges and Community College districts to re-examine their own minority personnel practices and adopt Affirmative Action programs, if they have not already done so.

The Chancellor's intention to continue the function of the staff committee on minority personnel practices, with members representing all levels of employees in the Chancellor's Office from clerical through assistant chancellor, is supported by the Board of Governors. The Board also endorses the committee's work, with the help of the State Fair Employment Practices Commission, in organizing two staff minority awareness training sessions.

The Board of Governors supports Assembly Concurrent Resolution 157 of the 1971 legislative session, requesting the State Personnel Board, with cooperation of state agencies, to expand opportunities for disadvantaged and minority personnel in state employment, with reports to be made to the Legislature.

In striving to reach an equitable ratio of minority staff, the Board of Governors endorses the Chancellor's moves to fill some positions from the ranks of the disadvantaged through the Career Opportunities Development Program of the State Personnel Board, as set forth by the Governor.

Board of Governors Action No. 710931

Certified Adopted: September 16, 1971

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APPENDIX B

Table 1. Percentage Distribution of Chancellor's Office Staff by Category and Racial and Ethnic Classifications, 1971 and 1974, and Sex, 1974

Category	April 1971					January 1974					
	Total	Total Minority	Asian	Black	Spanish Surname	Total	Total Minority	Asian	Black	Spanish Surname	Women
Chancellor	1	-	-	-	-	1	-	-	-	-	-
Vice Chancellors	1	-	-	-	-	2	50.0	-	50.0	-	-
Assistant Chancellors	4	-	-	-	-	3	-	-	-	-	-
Deans	6	16.7	-	16.7	-	6	16.7	-	16.7	-	-
Specialists	22	22.7	-	9.1	13.6	30	33.3	-	16.7	16.7	23.3
Other Professional	12	8.3	-	-	8.3	12	8.3	8.3	-	-	41.7
Clerical	28	21.4	10.7	7.1	3.6	42	23.8	7.1	7.1	9.5	97.6
Temporary Help	7	42.9	14.3	-	28.6	6	16.7	-	-	16.7	66.7
Total	81	19.7	4.9	6.1	8.7	102	23.5	3.9	9.8	9.8	55.

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APPENDIX C

Responses to Selected Questions from Fall 1973 Racial and Ethnic Survey Questionnaire Relative to Data Collection and District Affirmative Action Planning

1. How are racial and ethnic data collected at your college for this survey? (Circle all appropriate items)

	Responses (100)	
	Number	Percent
a. Self-identification during registration on special form	23	23.0
b. Self-identification during registration on regular student forms	51	51.0
c. Identification during registration by observation	10	10.0
d. Classroom surveys by instructors (partially)	4	4.0
e. College-wide sample by staff	1	1.0
f. Other:		
(1) Self-identification on admissions application	10	10.0
(2) "Estimates based on percentages"	1	1.0

2. Has your Board adopted an affirmative action policy statement?

(As of March 1, 1974)	Responses	
	Number	Percent
a. Yes	53	76.8
b. No	15	21.7
c. No response	1	1.4
Total	69	100.0

3. Has your Board adopted an affirmative action plan?

(As of March 1, 1974)	Responses	
	Number	Percent
a. Yes	22	31.9
b. Under preparation	28	40.6
c. Scheduled for preparation	8	11.6
d. Not preparing plan at this time	10	14.5
e. No response	1	1.4
Total	69	100.0

4. Does the adopted plan:

	Responses (22)	
	Number	Percent
a. a. Analyze staff composition?	22	100.0
b. Analyze student composition?	11	50.0
c. Identify areas of under-or over-representation?	16	72.7
d. Establish goals?	22	100.0
e. Specify timetable for achieving stated goals?	14	63.6

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APPENDIX D

Responses to Selected Questions from Chancellor's Office Fall 1973 Racial and Ethnic Survey Questionnaire Relative to Districts' Perceptions of Survey

1. What changes do you recommend in the Board of Governor's racial and ethnic survey?

	Responses	
	Number	Percent
a. More frequent surveys	9	28.1
b. Less frequent surveys	23	71.9
c. More detail	8	40.0
d. Less detail	12	60.0

2. Typical suggestions for future changes:

   a. "District surveys for purpose of achieving equal opportunities for minorities should be sufficient."

   b. "Once every other year."

   c. "Provide state funding to offset cost of preparation."

   d. "Eliminate subject area breakdowns."

   e. "Frequency of surveys is not as important as the quality of the survey itself."

   f. "Surveys do not bring about change. Only developing and implementing a plan will cause change."

   g. "Survey each semester."

   h. "Coordinate all surveys required by Chancellor's Office and other state and federal agencies."

   i. "Less frequent, neither student nor staff composition changes dramatically enough to warrant studies more often than 3-5 years."

   j. "Keep the report constant so trends can be more readily seen."

   k. "A separation of Filipino students from Asian or Oriental categories. Their problems are more nearly akin to those of the Spanish Surname group."

   l. "Most needed are updated 1970 census data . . . for district and for the state . . . ethnic and sex composition for population and labor force.

      "Further, some attention should be given to common definitions and procedures for identifying ethnic minorities. We doubt the accuracy and, hence, usefulness of much of the present data."

   m. "There should be a more precise method of comparing those eligible to attend community colleges and those enrolled. K-12 ethnic background is not necessarily a valid method . . . ."

   n. "I suggest you adopt immediately . . . form required by the Federal Government."

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Table 1. **Fall 1973 District Data by Student Category and Racial and Ethnic Classification**

District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
ALLAN HANCOCK	Full-time students		Data not reported							
	Total students	11,021	22.2	1.9	3.6	4.7	12.0	-	77.8	-
	Voc. Educ. students		Data not reported							
ANTELOPE VALLEY	Full-time students	1,353	8.2	0.1	0.7	4.1	3.2	0.1	91.8	-
	Total students	4,245	8.5	0.2	0.7	4.0	3.5	0.1	91.5	-
	Voc. Educ. students	3,287	8.9	0.2	0.6	4.3	3.8	-	91.1	-
BARSTOW	Full-time students	578	34.1	0.9	1.0	10.7	19.4	2.1	65.9	-
	Total students	1,455	29.6	1.2	1.0	8.8	17.6	1.4	70.4	-
	Voc. Educ. students	711	26.9	1.0	0.6	8.0	16.0	1.3	73.1	-
*BUTTE	Full-time students	2,115	11.7	2.0	0.8	0.9	2.2	5.7	88.3	14.6
	**Total students	4,362	11.8	1.8	0.7	0.9	2.0	6.4	88.2	38.5
	Voc. Educ. students	773	9.0	1.5	0.6	0.4	1.9	4.6	91.0	38.0
CABRILLO	Full-time students	2,995	9.1	0.5	2.9	0.7	4.9	0.1	90.9	-
	Total students	7,064	8.3	0.5	2.2	0.7	4.2	0.7	91.7	-
	Voc. Educ. students		Data not reported							
*CERRITOS	Full-time students	5,437	18.4	1.0	2.6	1.3	12.3	1.3	81.6	0.1
	Total students	17,494	18.6	0.9	2.2	1.3	13.0	1.2	81.4	0.1
	Voc. Educ. students	8,707	17.8	0.8	2.3	1.4	12.4	0.9	82.2	0.1
CHAFFEY	Full-time students	3,522	17.3	0.4	1.1	2.7	12.1	1.0	82.7	-
	Total students	8,912	15.6	0.4	0.6	2.4	11.5	0.7	84.4	-
	Voc. Educ. students	4,355	15.6	0.4	0.6	2.4	11.5	0.7	84.4	-
CITRUS	Full-time students	3,245	19.3	0.9	2.0	2.2	10.3	3.9	80.7	-
	Total students	8,594	17.8	0.8	1.5	2.0	9.8	3.6	82.2	-
	Voc. Educ. students		Data not reported							
COACHELLA VALLEY	Full-time students	1,290	19.1	0.5	1.7	2.9	13.6	0.2	80.9	-
	Total students	3,540	15.8	0.4	1.0	2.6	11.6	0.1	84.2	-
	Voc. Educ. students	1,292	36.2	0.4	1.6	4.3	29.6	0.3	63.8	-
*COAST	Full-time students	9,510	7.5	0.7	1.5	0.3	3.1	1.8	92.5	3.6
	Total students	38,114	7.5	0.7	1.5	0.3	3.1	1.8	92.5	3.6
	Voc. Educ. students	21,183	7.5	0.7	1.5	0.3	3.1	1.8	92.5	3.6
COMPTON	Full-time students	1,671	83.5	0.7	0.8	56.4	9.6	16.0	16.5	-
	Total students	5,847	91.4	0.3	0.4	80.0	5.1	5.6	8.6	-
	*Voc. Educ. students	3,920	90.1	0.1	2.6	79.6	6.0	1.8	9.9	2.1
CONTRA COSTA	*Full-time students	8,736	23.2	0.6	2.1	13.9	5.2	1.3	76.8	11.5
	*Total students	24,441	19.8	0.7	1.8	11.3	5.0	1.2	80.2	12.2
	***Voc. Educ. students	7,517	8.9	0.5	1.1	2.7	3.7	0.9	91.1	-
EL CAMINO	Full-time students	7,188	20.0	1.2	3.8	6.9	4.0	4.1	80.0	-
	Total students	23,560	19.2	1.1	3.7	7.0	4.0	3.5	80.8	-
	Voc. Educ. students	11,459	19.8	1.0	4.0	7.0	4.2	3.5	80.2	-
FOOTHILL	*Full-time students	8,217	14.9	1.0	3.7	3.5	4.5	2.1	85.2	6.3
	*Total students	24,495	14.5	1.4	3.5	3.1	4.5	1.9	85.5	8.3
	Voc. Educ. students	2,061	17.9	1.3	4.8	3.3	7.2	1.3	82.1	-

*Percentage composition of minorities and non-minority derived from respondents' data only
**Excludes students exclusively enrolled in classes for adults
***Incomplete data reported (either total program was not reported or not all campuses reported data)

APPENDIX E

Table 1. Fall 1973 District Data by Student Category and Racial and Ethnic Classification

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District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
FREMONT-NEWARK	Full-time students	1,292	12.8	0.5	2.0	1.2	8.7	0.3	87.2	-
	Total students	5,383	12.8	0.4	2.0	1.2	8.7	0.3	87.2	-
	Voc. Educ. students	1,615	12.8	0.4	2.0	1.2	8.8	0.3	87.2	-
GAVILAN	Full-time students	916	42.1	1.0	4.6	1.7	32.0	2.8	57.9	-
	Total students	2,008	37.9	0.7	3.9	1.1	30.5	1.7	62.1	-
	Voc. Educ. students		Data not reported							
GLENDALE	Full-time students	2,473	18.8	0.6	6.4	0.4	5.7	5.7	81.2	-
	Total students	6,856	13.6	0.6	3.7	0.2	3.4	5.7	86.4	-
	Voc. Educ. students	3,174	24.1	1.0	7.1	0.6	9.9	5.5	75.9	-
*GROSSMONT	Full-time students	4,910	7.9	1.4	1.0	1.2	3.0	1.2	92.1	0.4
	Total students	12,945	6.7	1.0	0.8	1.1	3.2	0.7	93.3	0.5
	Voc. Educ. students	6,632	6.6	1.2	0.8	1.2	2.8	0.7	93.4	0.8
HARTNELL	Full-time students	2,421	37.7	1.4	3.4	3.1	17.4	12.4	62.3	-
	Total students	5,626	31.1	1.0	2.8	2.7	15.9	8.7	68.9	-
	Voc. Educ. students		Data not reported							
IMPERIAL	Full-time students	1,414	53.4	0.9	1.3	4.3	43.1	3.7	46.6	-
	Total students	3,257	47.3	1.1	1.0	3.3	35.6	6.2	52.7	-
	Voc. Educ. students	2,447	48.8	-	1.1	3.5	38.8	5.4	51.2	-
*KERN	Full-time students	5,695	22.7	0.4	1.1	5.5	15.3	0.4	77.3	11.5
	Total students	15,633	19.5	0.4	0.9	4.9	11.4	1.9	80.5	14.3
	Voc. Educ. students	1,989	19.3	0.4	0.5	5.2	13.0	0.2	80.7	15.5
LASSEN	Full-time students		Data not reported							
	Total students	1,791	7.3	1.0	0.7	1.9	3.2	0.4	92.7	-
	Voc. Educ. students		Data not reported							
*LONG BEACH	Full-time students	5,370	17.5	1.9	1.5	7.1	4.6	2.4	82.5	4.5
	Total students	25,800	18.6	1.4	1.7	7.0	6.2	2.2	81.4	6.7
	Voc. Educ. students	10,791	19.4	1.8	1.1	8.1	5.9	2.5	80.6	5.9
*LOS ANGELES	Full-time students	39,355	46.6	0.6	5.6	22.2	16.5	1.6	53.4	5.6
	Total students	107,417	44.3	0.6	5.3	20.5	16.0	1.8	55.7	7.6
***	Voc. Educ. students	39,715	44.9	0.7	4.4	26.7	10.9	2.3	55.1	2.4
*LOS RIOS	Full-time students	13,235	25.6	2.8	7.4	7.7	5.4	2.3	74.4	9.2
	Total students	20,154	25.4	3.0	6.8	7.7	5.5	2.4	74.6	12.5
	Voc. Educ. students	11,053	27.4	3.2	6.0	9.3	6.3	2.5	72.6	21.7
MARIN	Full-time students	3,718	7.7	0.6	1.6	2.9	2.6	-	92.3	-
	Total students	8,213	6.4	0.6	1.5	2.2	2.2	-	93.6	-
	Voc. Educ. students	2,437	11.5	0.6	1.3	2.5	2.1	5.0	88.5	-
*MENDOCINO	Full-time students	236	16.4	4.9	2.7	0.9	8.0	-	83.6	4.7
	Total students	1,446	8.0	2.5	2.0	0.5	3.0	-	92.0	23.9
	Voc. Educ. students	517	10.4	2.8	0.5	0.5	4.6	-	89.6	59.0
*MERCED	Full-time students	2,329	29.0	1.3	2.0	7.5	14.6	3.6	71.0	1.0
	Total students	6,821	24.3	1.1	1.3	6.6	12.3	3.0	75.7	1.2
	Voc. Educ. students	1,388	24.0	1.2	1.2	6.7	11.7	3.2	76.0	0.3

*Percentage composition of minorities and non-minority derived from respondents' data only
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***Incomplete data reported (either total program was not reported or not all campuses reported data)

APPENDIX E

Table 1. Fall 1973 District Data by Student Category and Racial and Ethnic Classification

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District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
*MONTEREY PENINSULA	Full-time students	3,029	33.0	0.5	4.9	16.0	4.7	6.3	67.0	3.0
	Total students	7,161	26.1	0.6	4.2	12.0	4.2	5.1	73.9	10.2
	Voc. Educ. students	2,018	26.6	0.7	3.6	12.1	4.5	5.7	73.4	7.3
MT. SAN ANTONIO	*Full-time students	6,349	28.9	1.7	0.9	4.9	14.2	7.2	71.1	8.6
	*Total students	16,932	27.2	1.4	0.8	4.5	14.0	6.5	72.8	13.0
	Voc. Educ. students	8,936	18.1	0.3	0.8	2.1	10.9	3.9	81.9	-
MT. SAN JACINTO	Full-time students	533	18.0	3.6	2.3	5.6	6.6	-	82.0	-
	Total students	2,016	10.2	2.0	1.0	2.0	5.2	-	89.8	-
	Voc. Educ. students	1,146	15.0	1.7	0.8	1.9	10.6	-	85.0	-
NAPA	Full-time students	1,723	13.8	0.8	2.4	1.5	9.1	-	86.2	-
	Total students	4,660	11.1	0.8	1.4	1.0	7.9	-	88.9	-
	Voc. Educ. students		Data not	reported						
*NORTH ORANGE	Full-time students	10,478	11.9	0.7	1.7	0.6	6.2	2.8	88.1	1.9
	**Total students	25,554	12.8	0.9	1.7	0.6	6.7	2.9	87.2	2.6
	**Voc. Educ. students	5,695	13.8	0.9	1.7	0.4	8.0	2.9	86.2	2.3
OCEANSIDE-CARLSBAD	Full-time students	1,166	25.0	4.0	3.9	6.0	9.9	1.0	75.0	-
	Total students	3,011	25.0	4.0	4.0	6.0	10.0	1.0	75.0	-
	Voc. Educ. students	753	24.8	4.2	4.0	5.8	9.8	0.9	75.2	-
PALOMAR	Full-time students	3,576	13.6	1.9	1.3	1.4	5.8	3.1	86.4	-
	Total students	8,751	13.7	1.7	1.2	0.9	7.1	2.8	86.3	-
	Voc. Educ. students	4,155	12.9	1.8	1.3	0.8	6.4	2.6	87.1	-
PALO VERDE	Full-time students	213	46.0	4.2	4.7	17.8	19.2	-	54.0	-
	Total students	549	31.0	1.8	2.0	12.2	14.9	-	69.0	-
	Voc. Educ. students	123	22.8	3.3	0.8	2.4	16.3	-	77.2	-
*PASADENA	Full-time students	6,886	25.1	0.5	3.5	12.5	7.7	0.9	74.9	3.3
	Total students	16,912	24.3	0.4	3.1	11.7	8.1	0.9	75.7	2.7
	Voc. Educ. students		Data not	reported						
PERALTA	*Full-time students	10,533	50.0	1.4	6.9	36.8	4.3	0.5	50.0	4.3
	*Total students	27,274	53.5	1.5	6.8	39.5	4.7	1.0	46.5	3.1
	***Voc. Educ. students	6,770	53.7	1.3	6.8	37.6	6.6	1.4	46.3	-
RANCHO SANTIAGO	Full-time students	3,706	19.4	0.9	0.4	6.2	11.5	0.4	80.6	-
	Total students	12,294	16.7	0.8	0.4	4.4	10.6	0.4	83.3	-
	Voc. Educ. students		Data not	reported						
REDWOODS	Full-time students	Fall data not reported								
	Total students									
	Voc. Educ. students									
RIO HONDO	Full-time students	4,304	32.4	1.5	1.6	0.3	28.9	-	67.6	-
	Total students	12,121	31.4	1.5	1.4	1.0	27.4	-	68.6	-
	Voc. Educ. students	6,229	31.8	1.5	1.4	1.3	27.6	-	68.2	-
RIVERSIDE	Full-time students	3,938	24.3		1.0	9.8	7.8	5.5	75.7	-
	Total students	12,195	21.8		1.0	7.7	7.7	4.1	78.2	-
	Voc. Educ. students	6,825	22.6		0.9	8.2	8.4	3.6	77.4	-

*Percentage composition of minorities and non-minority derived from respondents' data only
**Excludes students exclusively enrolled in classes for adults
***Incomplete data reported (either total program was not reported or not all campuses reported data)

APPENDIX E

Table 1. **Fall 1973 District Data by Student Category and Racial and Ethnic Classification**

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District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
SADDLEBACK	Full-time students	1,787	5.5	0.8	1.1	0.6	2.2	0.8	94.5	-
	Total students	4,680	5.7	0.7	0.8	0.7	2.7	0.7	94.3	-
	Voc. Educ. students	781	7.7	0.8	0.6	0.9	4.2	1.2	92.3	-
SAN BERNARDINO	Full-time students	4,486	25.4	0.9	0.9	8.9	13.8	0.8	74.6	-
	Total students	15,940	23.8	0.9	0.9	7.3	11.9	2.8	76.2	-
	Voc. Educ. students	7,836	26.7	0.8	0.8	7.6	13.1	4.4	73.3	
SAN DIEGO	Full-time students	14,579	28.0	0.2	2.0	11.5	12.8	1.4	72.0	-
	Total students	56,595	22.3	0.2	2.1	8.4	10.3	1.3	77.7	-
	*** Voc. Educ. students	14,406	19.0	0.2	1.3	10.1	6.4	1.0	81.0	-
*SAN FRANCISCO	Full-time students	18,372	61.0	0.8	29.8	13.1	13.4	3.9	39.0	6.4
	Total students	47,772	51.9	0.6	21.3	13.1	12.7	4.2	48.1	10.8
	Voc. Educ. students	12,540	51.2	0.4	16.6	14.3	12.9	6.9	48.8	-
*SAN JOAQUIN	Full-time students	5,148	30.6	1.0	4.7	6.4	14.3	4.1	69.4	2.0
	Total students	13,722	24.5	1.0	3.4	5.4	11.9	2.8	75.5	1.4
	Voc. Educ. students	4,207	22.8	1.3	3.3	7.1	7.8	3.2	77.2	1.9
SAN JOSE	Full-time students	4,107	24.4	1.4	1.9	5.5	14.3	1.2	75.6	-
	Total students	15,205	20.7	1.1	1.9	4.1	12.8	0.9	79.3	-
	Voc. Educ. students	1,720	29.1	1.1	2.8	5.2	18.8	1.2	70.9	-
*SAN LUIS OBISPO	Full-time students	1,452	11.0	1.0	1.2	1.3	5.3	2.2	89.0	6.4
	Total students	4,254	8.4	1.1	0.6	1.1	4.3	1.2	91.6	7.0
	Voc. Educ. students	3,309	10.6	1.1	1.1	0.9	5.7	1.8	89.4	6.5
SAN MATEO	* Full-time students	8,185	22.3	0.3	4.2	5.1	6.1	6.7	77.7	10.0
	* Total students	17,051	19.6	0.4	3.2	5.1	5.3	5.6	80.4	11.8
	*** Voc. Educ. students	2,767	21.6	0.4	4.1	3.6	5.3	8.1	78.4	-
SANTA BARBARA	Full-time students	5,022	14.9	0.8	1.1	2.1	10.9	-	85.1	-
	Total students	7,175	14.9	0.8	1.1	2.1	10.9	-	85.1	-
	Voc. Educ. students		Data not reported							
SANTA CLARITA	Full-time students	872	12.2	1.6	1.0	3.7	5.8	-	87.8	-
	Total students	2,165	9.2	1.4	0.7	2.3	4.8	-	90.8	-
	Voc. Educ. students	575	2.4	0.5	0.3	1.0	0.5	-	97.6	-
SANTA MONICA	Full-time students	4,641	16.7	0.8	5.0	4.7	3.9	2.2	83.3	-
	*Total students	14,398	14.8	0.6	3.8	4.2	4.2	2.0	85.2	3.6
	Voc. Educ. students	6,393	15.4	0.7	4.5	2.2	4.1	4.0	84.6	-
*SEQUOIAS	Full-time students	2,476	26.0	1.0	3.1	3.9	18.1	-	74.0	7.9
	Total students	3,323	24.3	0.9	2.6	3.7	17.0	-	75.7	10.0
	Voc. Educ. students	916	27.5	1.1	2.0	4.7	19.7	-	72.5	6.6
*SHASTA	Full-time students	2,862	9.0	3.3	1.1	1.4	3.2	-	91.0	40.3
	Total students	9,240	7.7	2.7	0.7	1.1	3.1	-	92.3	37.4
	Voc. Educ. students	1,436	7.2	3.4	-	1.1	2.6	-	92.8	36.8
SIERRA	Full-time students	2,452	7.5	1.0	2.2	0.6	3.7	-	92.5	-
	Total students	5,000	6.7	1.4	1.7	0.4	3.2	-	93.3	-
	Voc. Educ. students		Data not reported							

*Percentage composition of minorities and non-minority derived from respondents' data only
**Excludes students exclusively enrolled in classes for adults
***Incomplete data reported (either total program was not reported or not all campuses reported data)

Table 1. **Fall 1973 District Data by Student Category and Racial and Ethnic Classification**

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District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
SISKIYOU	Full-time students		Data not reported						
	Total students	629	3.5	0.6	-	1.9	1.0	-	96.5	-
	Voc. Educ. students		Data not reported							
SOLANO COUNTY	Full-time students	2,772	25.8	0.7	5.1	13.1	3.0	4.0	74.1	-
	*Total students	7,269	23.4	0.6	3.8	11.2	3.1	4.6	76.6	0.3
	*Voc. Educ. students	2,356	24.1	0.6	4.1	11.7	3.1	4.5	75.9	1.4
SONOMA COUNTY	*Full-time students	4,549	9.5	1.7	1.5	1.7	3.3	1.4	90.5	0.5
	*Total students	11,656	7.6	1.2	1.1	1.3	2.6	1.5	92.4	0.9
	Voc. Educ. students	1,542	9.3	1.8	1.4	1.0	3.7	1.3	90.7	-
SOUTH COUNTY	Full-time students	4,461	18.4	0.4	3.0	4.0	6.0	5.0	81.6	-
	Total students	14,390	18.7	0.3	3.0	4.0	6.2	5.2	81.3	-
	Voc. Educ. students	4,775	18.4	0.4	3.0	4.1	6.0	4.9	81.6	-
STATE CENTER	Full-time students	6,270	32.4	0.7	4.8	5.9	19.0	2.0	67.6	-
	Total students	9,757	30.7	0.7	4.2	5.2	18.5	2.2	69.3	-
	*Voc. Educ. students	4,956	31.9	0.8	3.8	6.2	20.1	1.1	68.1	4.4
SWEETWATER	Full-time students	3,354	27.3	0.4	1.2	3.2	15.8	6.7	72.7	-
	Total students	9,482	23.5	0.4	0.9	2.7	14.0	5.4	76.5	-
	Voc. Educ. students	3,632	23.5	0.4	0.9	3.0	13.6	5.6	76.5	-
VENTURA COUNTY	Full-time students	8,821	21.5	0.9	2.0	3.5	13.1	2.0	78.5	-
	Total students	20,935	18.0	1.1	1.8	2.7	10.6	1.8	82.0	-
	Voc. Educ. students	5,187	19.6	0.8	2.0	3.6	11.8	1.4	80.4	-
VICTOR VALLEY	Full-time students	787	19.9	1.4	1.7	7.9	5.3	3.7	80.1	-
	Total students	2,592	17.0	1.1	1.5	6.6	4.9	2.9	83.0	-
	Voc. Educ. students	751	16.1	0.9	1.5	6.4	4.7	2.7	83.9	-
*WEST HILLS	***Full-time students	619	35.3	-	2.4	9.1	20.3	3.4	64.7	6.1
	***Total students	674	34.3	-	2.6	8.8	19.6	3.3	65.7	7.6
	***Voc. Educ. students	283	31.9	-	2.3	6.5	20.0	3.1	68.1	8.1
WEST KERN	Full-time students	317	11.0	-	3.2	3.2	2.8	1.9	89.0	-
	Total students	869	6.1	-	1.3	1.3	2.6	0.9	93.9	-
	Voc. Educ. students	182	6.0	-	1.6	2.2	1.1	1.1	94.0	-
WEST VALLEY	Full-time students	4,959	11.5	2.0	2.6	0.7	5.9	0.2	88.5	-
	Total students	15,012	11.1	2.1	2.6	0.6	5.7	0.1	88.9	-
	Voc. Educ. students	6,703	11.3	2.1	2.6	0.9	5.7	-	88.7	-
*YOSEMITE	Full-time students	9,470	14.7	2.5	1.9	2.0	8.0	0.3	85.3	14.0
	Total students	13,651	13.5	2.3	1.7	2.2	7.1	0.2	86.5	24.2
	Voc. Educ. students	10,506	13.5	2.5	1.7	1.9	7.3	0.1	86.5	29.6
YUBA	Full-time students	2,441	25.2	1.6	4.3	5.4	8.4	5.4	74.8	-
	Total students	5,640	19.9	1.3	2.9	5.3	6.3	4.0	80.1	-
	Voc. Educ. students	1,404	19.7	2.3	2.0	4.6	7.0	3.8	80.3	-
*TOTAL	Full-time students	317,836	27.2	1.0	4.7	9.0	10.1	2.4	72.8	4.0
	Total students	885,001	24.5	0.9	3.6	8.4	9.4	2.2	75.5	4.9
	Voc. Educ. students	290,836	25.1	1.0	3.2	9.6	8.9	2.5	74.9	3.6

*Percentage composition of minorities and non-minority derived from respondents' data only

**Excludes students exclusively enrolled in classes for adults

***Incomplete data reported (either total program was not reported or not all campuses reported data)

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Table 2. **Fall 1973 District Data by Staff Category and Racial and Ethnic Classification**

District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
*ALLAN HANCOCK	Administration	16	18.8	-	-	6.3	12.5	-	81.3	-
	Faculty	105	6.7	-	1.0	1.9	2.9	1.0	93.3	-
	Voc. Educ. Staff	20	-	-	-	-	-	-	100.0	-
	Classified	97	20.6	-	1.0	6.2	11.3	2.1	79.4	-
ANTELOPE VALLEY	Administration	6	-	-	-	-	-	-	100.0	-
	Faculty	140	8.6	-	1.4	2.9	4.3	-	91.4	-
	Voc. Educ. Staff	60	5.0	-	3.3	-	1.7	-	95.0	-
	Classified	60	6.7	-	-	-	6.7	-	93.3	-
BARSTOW	*Administration	3	-	-	-	-	-	-	100.0	-
	*Faculty	39	5.1	-	-	-	5.1	-	94.9	-
	Voc. Educ. Staff	28	-	-	-	-	-	-	100.0	-
	Classified	30	33.3	3.3	3.3	10.0	20.0	-	66.7	-
BUTTE	*Administration	11	-	-	-	-	-	-	100.0	-
	*Faculty	79	7.6	-	2.5	5.1	-	-	92.4	-
	Voc. Educ. Staff	39	2.6	-	2.6	-	-	-	97.4	-
	*Classified	63	12.7	-	1.6	4.8	4.8	1.6	87.3	-
CABRILLO	Administration	9	11.1	-	-	11.1	-	-	88.9	-
	Faculty	257	7.0	-	1.6	1.2	2.7	1.6	93.0	-
	Voc. Educ. Staff	68	2.9	-	1.5	-	1.5	-	97.1	-
	Classified	127	6.3	-	-	1.6	3.9	0.8	93.7	-
CERRITOS	Administration	26	3.8	-	-	-	3.8	-	96.2	-
	Faculty	533	14.1	1.1	1.3	1.5	9.9	0.2	85.9	-
	Voc. Educ. Staff	293	11.6	1.0	1.4	1.7	7.5	-	88.4	-
	*Classified	210	13.3	0.5	1.4	-	11.4	-	86.7	-
CHAFFEY	Administration	10	-	-	-	-	-	-	100.0	-
	Faculty	336	6.5	-	-	1.8	4.5	0.3	93.5	-
	Voc. Educ. Staff	279	11.5	0.4	0.7	1.1	5.7	3.6	88.5	-
	Classified	176	18.2	-	0.6	2.3	15.3	-	81.8	-
CITRUS	Administration	10	10.0	10.0	-	-	-	-	90.0	-
	*Faculty	145	11.7	0.7	0.7	2.8	3.4	4.1	88.3	-
	Voc. Educ. Staff	41	2.4	-	-	2.4	-	-	97.6	-
	*Classified	153	20.9	-	0.7	2.0	11.8	6.5	79.1	-
COACHELLA VALLEY	Administration	4	-	-	-	-	-	-	100.0	-
	Faculty	252	8.3	-	1.2	0.8	6.3	-	91.7	-
	Voc. Educ. Staff	113	10.6	-	-	0.9	9.7	-	89.4	-
	Classified	104	20.2	-	-	8.7	11.5	-	79.8	-
COAST	Administration	52	7.7	-	-	1.9	5.8	-	92.3	-
	Faculty	1,142	2.8	-	0.9	0.4	1.4	0.2	97.2	-
	Voc. Educ. Staff	619	3.6	-	1.5	0.6	1.3	0.2	96.4	-
	Classified	545	5.0	-	0.7	0.6	3.7	-	95.0	-
COMPTON	Administration	20	60.0	-	-	50.0	10.0	-	40.0	-
	Faculty	260	35.4	0.4	2.3	28.1	4.6	-	64.6	-
	Voc. Educ. Staff	82	37.8	1.2	3.7	29.3	3.7	-	62.2	-
	Classified	121	36.4	-	0.8	29.8	5.8	-	63.6	-
CONTRA COSTA	Administration	35	17.1	-	-	14.3	2.9	-	82.9	-
	Faculty	654	11.3	0.2	2.0	6.4	2.6	0.2	88.7	-
	Voc. Educ. Staff	223	9.9	0.9	1.3	5.4	2.2	-	90.1	-
	Classified	307	17.9	-	1.3	12.1	4.6	-	82.1	-
EL CAMINO	Administration	36	5.6	-	-	5.6	-	-	94.4	-
	Faculty	630	6.3	0.2	2.5	2.4	1.3	-	93.7	-
	Voc. Educ. Staff	281	7.8	-	2.1	1.4	4.3	-	92.2	-
	Classified	346	13.6	-	3.2	4.9	5.5	-	86.4	-
FOOTHILL	Administration	36	11.1	-	5.6	-	5.6	-	88.9	-
	Faculty	907	9.2	27	3.4	2.6	3.1	-	90.8	-
	Voc. Educ. Staff	67	7.5		6.0	1.5	-	-	92.5	-
	Classified	427	19.4	0.2	6.1	4.2	8.9	-	80.6	-

*Full-time staff only
**Incomplete data reported (either total program was not reported or not all campuses reported data)
***Percentage composition of minorities and non-minority derived from respondents' data only

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Table 2. **Fall 1973 District Data by Staff Category and Racial and Ethnic Classification**

District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
FREMONT-NEWARK	Administration	10	10.0	-	10.0	-	-	-	90.0	-
	Faculty	173	6.4	-	4.6	-	1.7	-	93.6	-
	Voc. Educ. Staff	67	4.5	-	4.5	-	-	-	95.5	-
	Classified	59	18.6	-	3.4	-	15.3	-	81.4	-
GAVILAN	Administration	6	-	-	-	-	-	-	100.0	-
	* Faculty	51	11.8	-	-	-	9.8	2.0	88.2	-
	* Voc. Educ. Staff	21	19.0	-	-	-	19.0	-	81.0	-
	Classified		Data not reported							
GLENDALE	Administration	10	-	-	-	-	-	-	100.0	-
	Faculty	222	3.6	-	0.5	-	3.2	-	96.4	-
	Voc. Educ. Staff	95	1.1	-	-	-	1.1	-	98.9	-
	Classified	78	3.8	-	-	-	3.8	-	96.2	-
*GROSSMONT	Administration	15	-	-	-	-	-	-	100.0	-
	Faculty	223	9.0	0.9	2.7	1.3	4.0	-	91.0	-
	Voc. Educ. Staff		Data not reported							
	Classified	170	6.5	1.2	1.2	2.4	1.8	-	93.5	-
HARTNELL	Administration	6	-	-	-	-	-	-	100.0	-
	Faculty	241	11.2	-	0.8	-	5.8	4.6	88.8	-
	Voc. Educ. Staff	111	6.3	-	0.9	1.8	3.6	-	93.7	-
	Classified	93	24.7	-	3.2	5.4	15.1	1.1	75.3	-
IMPERIAL	Administration	8	-	-	-	-	-	-	100.0	-
	Faculty	129	6.2	0.8	-	0.8	3.9	0.8	93.8	-
	Voc. Educ. Staff	66	7.6	-	3.0	1.5	3.0	-	92.4	-
	Classified	103	22.3	-	-	2.9	19.4	-	77.7	-
KERN	** Administration	35	5.7	-	-	-	5.7	-	94.3	-
	** Faculty	418	9.3	0.5	1.0	1.9	5.7	0.2	90.7	-
	Voc. Educ. Staff	273	6.6	-	2.2	1.1	3.3	-	93.4	-
	** Classified	263	23.6	-	0.4	9.9	13.3	-	76.4	-
*LASSEN	Administration	5	20.0	-	-	20.0	-	-	80.0	-
	Faculty	32	3.1	-	-	-	3.1	-	96.9	-
	Voc. Educ. Staff		Data not reported							
	Classified	19	-	-	-	-	-	-	100.0	-
LONG BEACH	Administration	20	10.0	-	5.0	5.0	-	-	90.0	-
	Faculty	852	10.4	0.1	1.3	3.8	4.5	0.8	89.6	-
	Voc. Educ. Staff	386	7.8	0.3	0.8	3.9	2.3	0.5	92.2	-
	Classified	223	7.6	0.4	0.4	3.6	2.7	0.4	92.4	-
LOS ANGELES	Administration	88	14.8	-	3.4	8.0	3.4	-	85.2	-
	Faculty	3,604	15.5	0.1	3.1	7.1	4.9	0.3	84.5	-
	Voc. Educ. Staff	1,257	15.0	0.1	2.3	7.1	4.9	0.6	85.0	-
	Classified	1,690	43.1	0.2	4.0	30.2	7.4	1.2	56.9	-
LOS RIOS	Administration	54	18.5	1.8	1.8	9.3	5.6	-	81.5	-
	Faculty	1,274	9.7	0.2	2.6	3.7	3.1	0.2	90.3	-
	Voc. Educ. Staff	214	7.0	-	1.9	3.3	1.4	0.5	93.0	-
	Classified	409	20.8	0.2	4.6	8.8	6.6	0.5	79.2	-
MARIN	Administration	15	6.7	-	-	-	6.7	-	93.3	-
	Faculty	336	8.0	0.6	1.8	3.0	2.7	-	92.0	-
	Voc. Educ. Staff	127	10.2	-	3.1	3.9	3.1	-	89.8	-
	Classified	134	10.4	0.7	1.5	5.2	3.0	-	89.6	-
MENDOCINO	Administration	4	25.0	-	-	-	25.0	-	75.0	-
	Faculty	93	2.2	-	-	-	2.2	-	97.8	-
	Voc. Educ. Staff	30	-	-	-	-	-	-	100.0	-
	Classified	12	8.3	8.3	-	-	-	-	91.7	-
MERCED	Administration	7	-	-	-	-	-	-	100.0	-
	Faculty	244	12.7	0.4	-	3.3	9.0	-	87.3	-
	Voc. Educ. Staff	37	2.7	-	-	2.7	-	-	97.3	-
	Classified	98	24.5	-	-	4.1	20.4	-	75.5	-

*Full-time staff only
**Incomplete data reported (either total program was not reported or not all campuses reported data)
***Percentage composition of minorities and non-minority derived from respondents' data only

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Table 2. **Fall 1973 District Data by Staff Category and Racial and Ethnic Classification**

District and Category		Total	MINORITIES						Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
MONTEREY PENINSULA	Administration	8	12.5	-	-	12.5	-	-	87.5	-
	Faculty	129	9.3	-	1.6	3.1	4.7	-	90.7	-
	Voc. Educ. Staff	39	5.1	-	-	5.1	-	-	94.9	-
	Classified	99	36.4	-	7.1	20.2	5.1	4.0	63.6	-
MT. SAN ANTONIO **	Administration	28	10.7	-	-	7.1	3.6	-	89.3	-
	Faculty	549	9.5	0.2	0.5	2.9	3.3	2.6	90.5	-
	Voc. Educ. Staff	528	12.7	0.2	0.6	3.8	5.5	2.7	87.3	-
	Classified	296	17.9	-	0.3	6.8	8.1	2.7	82.1	-
MT. SAN JACINTO	Administration	5	-	-	-	-	-	-	100.0	-
	Faculty	71	4.2	-	-	1.4	1.4	1.4	95.8	-
	Voc. Educ. Staff	37	-	-	-	-	-	-	100.0	-
	Classified	35	8.6	-	-	-	8.6	-	91.4	-
NAPA	Administration		Data not reported							
	Faculty		Data not reported							
	Voc. Educ. Staff		Data not reported							
	Classified	71	11.3	-	1.4	-	9.9	-	88.7	-
**NORTH ORANGE	Administration	38	5.3	2.6	2.6	-	-	-	94.7	-
	Faculty	484	7.0	1.4	2.1	0.4	2.9	0.2	93.0	-
	Voc. Educ. Staff	313	4.2	1.0	1.6	0.3	1.3	-	95.8	-
	Classified	311	11.3	0.3	1.0	1.6	7.4	1.0	88.7	-
OCEANSIDE-CARLSBAD	Administration	7	-	-	-	-	-	-	100.0	-
	Faculty	146	6.8	-	-	-	6.2	0.7	93.2	-
	Voc. Educ. Staff	43	2.3	-	-	-	-	2.3	97.7	-
	Classified	62	25.8	-	4.8	3.2	16.1	1.6	74.2	-
PALOMAR	Administration	11	-	-	-	-	-	-	100.0	-
	Faculty	361	8.6	1.9	0.6	2.2	3.9	-	91.4	-
	Voc. Educ. Staff	183	4.4	-	-	1.6	2.7	-	95.6	-
	Classified	142	19.0	-	1.4	0.7	14.8	2.1	81.0	-
PALO-VERDE	Administration	5	-	-	-	-	-	-	100.0	-
	Faculty	42	14.3	-	-	4.8	9.5	-	85.7	-
	Voc. Educ. Staff	12	-	-	-	-	-	-	100.0	-
	Classified	5	20.0	-	-	-	20.0	-	80.0	-
PASADENA **	Administration	25	20.0	-	-	12.0	8.0	-	80.0	-
	Faculty	380	10.5	-	2.4	5.8	2.4	-	89.5	-
	Voc. Educ. Staff	306	15.0	-	2.6	8.2	3.9	0.3	85.0	-
	Classified	394	34.5	0.5	2.3	22.6	8.6	0.5	65.5	-
**PERALTA	Administration	32	40.6	-	3.1	31.3	6.2	-	59.4	-
	Faculty	835	29.7	0.4	5.1	20.7	3.5	-	70.3	-
	Voc. Educ. Staff	280	29.6	0.4	4.6	21.8	2.5	0.4	70.4	-
	***Classified	339	51.9	0.6	9.5	36.5	5.3	-	48.1	0.6
RANCHO SANTIAGO **	Administration	29	10.3	-	-	6.9	3.4	-	89.7	-
	Faculty	394	8.1	0.3	0.8	2.0	4.6	0.5	91.9	-
	Voc. Educ. Staff	221	7.2	0.5	1.4	1.8	3.6	-	92.8	-
	Classified	230	26.1	0.4	1.3	5.7	17.8	0.9	73.9	-
REDWOODS	Administration	Fall data not reported								
	Faculty									
	Voc. Educ. Staff									
	Classified									
RIO HONDO	Administration	10	20.0	-	10.0	-	10.0	-	80.0	-
	Faculty	457	9.8	0.4	2.6	0.9	4.8	1.1	90.2	-
	Voc. Educ. Staff	244	9.4	0.4	2.0	1.6	5.3	-	90.6	-
	Classified	151	21.9	-	-	0.7	21.2	-	78.1	-
RIVERSIDE	Administration	11	9.1	-	-	-	9.1	-	90.9	-
	Faculty	397	6.0	-	-	3.0	3.0	-	94.0	-
	Voc. Educ. Staff	149	6.7	-	0.7	4.7	1.3	-	93.3	-
	Classified	175	20.6	1.7	-	7.4	11.4	-	79.4	-

*Full-time staff only

**Incomplete data reported (either total program was not reported or not all campuses reported data)

***Percentage composition of minorities and non-minority derived from respondents' data

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Table 2. **Fall 1973 District Data by Staff Category and Racial and Ethnic Classification**

District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
SADDLEBACK	Administration	5	-	-	-	-	-	-	100.0	-
	Faculty	154	3.9	0.6	-	-	3.2	-	96.1	-
	Voc. Educ. Staff	48	4.2	-	-	-	4.2	-	95.8	-
	Classified	78	6.4	1.3	-	-	5.1	-	93.6	-
SAN BERNARDINO	Administration	12	16.7	-	-	8.3	8.3	-	83.3	-
	**Faculty	191	9.4	-	1.0	3.1	5.2	-	90.6	-
	**Voc. Educ. Staff	123	16.3	1.6	2.4	1.6	9.8	0.8	83.7	-
	Classified	175	21.7	-	-	8.0	13.7	-	78.3	-
SAN DIEGO	Administration	62	14.5	-	-	9.7	3.2	1.6	85.5	-
	Faculty	2,202	10.0	0.3	1.0	3.4	4.4	0.9	90.0	-
	Voc. Educ. Staff	788	4.7	0.4	0.1	1.5	2.3	0.4	95.3	-
	Classified	423	17.0	0.9	-	7.3	6.6	2.1	83.0	-
SAN FRANCISCO	Administration	60	30.0	-	5.0	15.0	5.0	5.0	70.0	-
	Faculty	1,628	22.6	-	8.4	7.3	5.5	1.4	77.4	-
	Voc. Educ. Staff	481	18.1	0.6	4.6	7.3	4.0	1.7	81.9	-
	Classified	510	43.3	-	8.8	24.7	5.5	4.3	56.7	-
SAN JOAQUIN	Administration	11	-	-	-	-	-	-	100.0	-
	Faculty	234	13.7	-	3.0	5.6	5.1	-	86.3	-
	Voc. Educ. Staff	199	6.5	-	1.5	3.0	2.0	-	93.5	-
	Classified	185	26.5	-	8.6	11.4	6.5	-	73.5	-
*SAN JOSE	Administration	16	12.5	-	-	6.3	6.3	-	87.5	-
	Faculty	225	14.7	0.4	0.9	5.8	7.6	-	85.3	-
	Voc. Educ. Staff	82	8.5	-	1.2	4.9	2.4	-	91.5	-
	Classified	198	25.3	0.5	2.0	6.1	16.7	-	74.7	-
SAN LUIS OBISPO	*Administration	7	28.6	-	-	-	28.6	-	71.4	-
	*Faculty	71	9.9	-	1.4	-	7.0	1.4	90.1	-
	Voc. Educ. Staff	100	4.0	-	2.0	-	1.0	1.0	96.0	-
	*Classified	69	10.1	-	1.4	1.4	5.8	1.4	89.9	-
**SAN MATEO	Administration	36	16.7	-	-	11.1	5.6	-	83.3	-
	Faculty	511	11.7	0.4	3.3	4.3	3.1	0.6	88.3	-
	Voc. Educ. Staff	144	11.8	-	4.9	5.6	1.4	-	88.2	-
	Classified	245	16.3	0.4	2.4	8.2	4.9	0.4	83.7	-
SANTA BARBARA	Administration	13	23.1	-	-	-	23.1	-	76.9	-
	**Faculty	165	10.9	1.2	-	3.6	6.1	-	89.1	-
	**Voc. Educ. Staff	43	7.0	-	-	2.3	4.7	-	93.0	-
	Classified	146	18.5	-	0.7	4.1	12.3	1.4	81.5	-
SANTA CLARITA	Administration	7	-	-	-	-	-	-	100.0	-
	Faculty	90	5.6	-	1.1	3.3	-	1.1	94.4	-
	Voc. Educ. Staff	41	4.9	-	-	4.9	-	-	95.1	-
	Classified	50	4.0	-	-	-	2.0	-	96.0	-
SANTA MONICA	Administration	13	7.7	-	-	-	7.7	-	92.3	-
	Faculty	495	9.1	0.2	1.4	3.6	3.6	0.2	90.0	-
	Voc. Educ. Staff	194	6.2	-	3.1	3.1	-	-	93.8	-
	Classified	121	22.3	0.8	1.7	14.9	5.0	-	77.7	-
SEQUOIAS	Administration	11	-	-	-	-	-	-	100.0	-
	Faculty	131	3.1	-	-	0.8	2.3	-	96.9	-
	Voc. Educ. Staff	43	2.3	-	-	-	2.3	-	97.7	-
	Classified	167	38.9	-	-	12.6	26.3	-	61.1	-
SHASTA	*Administration	10	10.0	-	-	10.0	-	-	90.0	-
	*Faculty	130	2.3	-	0.8	-	1.5	-	97.7	-
	Voc. Educ. Staff	53	1.9	-	-	-	1.9	-	98.1	-
	Classified	134	5.2	1.5	-	1.5	1.5	-	94.8	-
SIERRA	Administration	9	-	-	-	-	-	-	100.0	-
	Faculty	189	3.7	-	1.6	-	1.1	1.1	96.3	-
	Voc. Educ. Staff	102	2.9	-	1.0	1.0	1.0	-	97.1	-
	Classified	96	15.6	-	8.3	2.1	3.1	2.1	84.4	-

*Full-time staff only
**Incomplete data reported (either total program was not reported or not all campuses reported data)
***Percentage composition of minorities and non-minority derived from respondents' data only

Table 2. **Fall 1973 District Data by Staff Category and Racial and Ethnic Classification**

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District and Category		Total	MINORITIES					Non-Minority	No Response
			Total Minority	American Indian	Asian	Black	Spanish Surname	Other		
SISKIYOU	Administration	5	-	-	-	-	-	-	100.0	-
	Faculty	41	-	-	-	-	-	-	100.0	-
	Voc. Educ. Staff		Data not	reported						
	Classified	36	8.3	-	-	8.3	-	-	91.7	-
*SOLANO COUNTY	Administration	6	-	-	-	-	-	-	100.0	-
	Faculty	128	9.4	-	-	6.3	3.1	-	90.6	-
	Voc. Educ. Staff	35	14.3	-	2.9	5.7	5.7	-	85.7	-
	Classified	95	20.0	1.1	3.2	8.4	5.3	2.1	80.0	-
SONOMA	Administration	15	-	-	-	-	-	-	100.0	-
	Faculty	456	6.4	0.4	0.9	1.5	3.1	0.4	93.6	-
	Voc. Educ. Staff	66	-	-	-	-	-	-	100.0	-
	Classified	124	7.3	0.8	0.8	1.6	4.0	-	92.7	--
SOUTH COUNTY	Administration	19	15.8	5.3	-	10.5	-	-	84.2	-
	Faculty	530	8.3	0.4	2.1	1.7	3.4	0.8	91.7	-
	Voc. Educ. Staff	179	7.8	-	2.2	2.2	2.2	1.1	92.2	-
	Classified	161	23.6	1.9	3.1	5.0	11.2	2.5	76.4	-
STATE CENTER	Administration	26	3.8	3.8	-	-	-	-	96.2	-
	Faculty	377	12.2	0.3	1.6	3.7	6.6	-	87.8	-
	Voc. Educ. Staff	169	8.3	-	1.8	0.6	5.9	-	91.7	-
	Classified	187	18.2	-	4.3	2.1	11.8	-	81.8	-
SWEETWATER	Administration	10	10.0	-	-	-	10.0	-	90.0	-
	Faculty	351	12.5	-	2.6	2.3	7.1	0.6	87.5	-
	Voc. Educ. Staff	62	17.7	-	-	3.2	9.7	4.8	82.3	-
	Classified	120	18.3	-	3.3	2.5	12.5	-	81.7	-
VENTURA COUNTY	Administration	22	4.5	-	-	-	4.5	-	95.5	-
	Faculty	784	8.8	-	1.5	1.4	5.9	-	91.2	-
	Voc. Educ. Staff	343	10.5	0.6	1.2	0.6	7.9	0.3	89.5	-
	Classified	264	11.7	-	0.4	0.4	11.0	-	88.3	-
VICTOR VALLEY	*Administration	5	-	-	-	-	-	-	100.0	-
	*Faculty	58	6.9	-	-	1.7	5.2	-	93.1	-
	Voc. Educ. Staff	58	15.5	-	-	8.6	6.9	-	84.5	-
	*Classified	48	16.7	2.1	-	6.3	8.3	-	83.3	-
WEST HILLS	Administration	5	-	-	-	-	-	-	100.0	-
	Faculty	47	-	-	-	-	-	-	100.0	-
	Voc. Educ. Staff	16	-	-	-	-	-	-	100.0	-
	Classified	38	7.9	-	-	-	7.9	-	92.1	-
WEST KERN	Administration	3	-	-	-	-	-	-	100.0	-
	Faculty	43	2.3	-	2.3	-	-	-	97.7	-
	Voc. Educ. Staff	11	9.1	-	9.1	-	-	-	90.9	-
	Classified	17	-	-	-	-	-	—	100.0	-
WEST VALLEY	Administration	16	12.5	-	-	-	12.5	-	87.5	-
	*** Faculty	484	7.0	0.4	1.1	1.8	3.1	0.7	93.0	5.6
	Voc. Educ. Staff	167	7.8	1.2	1.2	3.6	1.8	-	92.2	-
	*** Classified	231	14.4	-	1.8	2.7	8.1	1.8	85.6	3.9
YOSEMITE	Administration	20	-	-	-	-	-	-	100.0	-
	Faculty	572	1.6	-	0.7	0.3	0.9	-	98.4	-
	Voc. Educ. Staff	414	1.9	0.5	-	0.5	1.0	-	98.1	-
	Classified	265	7.5	1.1	0.4	1.5	4.5	-	92.5	-
YUBA	** Administration	2	-	-	-	-	-	-	100.0	-
	** Faculty	124	15.3	-	4.8	4.0	4.0	2.4	84.7	-
	Voc. Educ. Staff	46	10.9	-	2.2	2.2	6.5	-	89.1	-
	Classified	119	19.3	1.7	3.4	5.0	6.7	2.5	80.7	-
TOTAL	Administration	1,192	12.3	0.4	1.2	6.4	4.0	0.3	87.7	-
	*** Faculty	28,027	11.2	0.2	2.2	4.1	4.1	0.5	88.8	0.1
	Voc. Educ. Staff	11,259	9.5	0.3	1.7	3.6	3.4	0.5	90.5	-
	*** Classified	12,729	22.8	0.3	2.6	10.6	8.4	0.9	77.1	0.1

*Full-time staff only
**Incomplete data reported (either total program was not reported or not all campuses reported data)
***Percentage composition of minorities and non-minority derived from respondents' data only

APPENDIX E

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Table 3. Percentage of Women in Selected Enrollment and Staff Categories, By District, Fall 1973

District	Total Enrollment	Classified Personnel	Full-time Certificated Staff	Administrative Staff
Allan Hancock	42.2	63.9	26.2	6.7
Antelope Valley	43.5	60.0	37.8	-
Barstow	40.3	60.0	17.1	23.5
Butte	45.3	65.1	22.5	9.0
Cabrillo	50.0	61.4	28.9	-
Cerritos	44.5	54.8	28.7	21.3
Chaffey	45.5	54.0	33.5	21.4
Citrus	43.9	60.8	24.8	20.0
Coachella Valley	50.2	56.8	25.7	8.3
Coast	49.4	55.6	30.0	14.3
Compton	47.8	48.4	32.5	14.3
Contra Costa	45.9	59.6	24.8	9.5
El Camino	44.5	49.7	24.4	15.2
Foothill	47.5	52.5	26.7	12.7
Fremont-Newark	52.1	64.4	N.A.	-
Gavilan	46.7	68.8	18.4	-
Glendale	57.3	68.3	30.8	13.0
Grossmont	45.2	67.4	25.9	19.0
Hartnell	36.8	48.4	24.0	14.3
Imperial	47.1	69.7	N.A.	10.0
Kern	44.7	68.4	33.5	14.9
Lassen	44.0	73.7	3.3	41.7
Long Beach	50.8	63.2	29.5	10.5
Los Angeles	44.6	48.4	36.0	18.9
Los Rios	45.0	60.8	27.6	15.0
Marin	58.9	48.9	30.1	8.7
Mendocino	56.2	84.6	35.0	11.1
Merced	45.8	56.1	20.6	18.2
Monterey	42.0	N.A.	24.3	17.4
Mt. San Antonio	43.6	56.8	29.4	19.0
Mt. San Jacinto	42.3	55.9	17.9	20.0
Napa	51.9	67.6	36.5	9.1
North Orange	53.1	57.9	28.7	9.3
Oceanside-Carlsbad	43.9	71.4	22.8	9.1
Palomar	46.2	76.1	26.9	21.7
Palo Verde	54.7	100.0	30.0	20.0
Pasadena	58.9	54.3	N.A.	N.A.
Peralta	46.1	56.9	N.A.	N.A.
Rancho Santiago	45.5	55.7	31.6	18.6
Redwoods	45.5	57.1	22.0	5.0
Rio Hondo	37.4	56.3	32.5	27.3
Riverside	46.7	56.6	N.A.	N.A.
Saddleback	49.8	57.7	23.9	12.5
San Bernardino	44.1	49.7	N.A.	N.A.
San Diego	53.0	67.4	28.9	13.6
San Francisco	52.7	47.9	29.6	18.6
San Joaquin Delta	42.2	38.9	25.6	15.2
San Jose	36.4	61.6	30.0	5.6
San Luis Obispo	48.1	50.7	N.A.	12.5
San Mateo	49.9	59.4	26.0	13.9
Santa Barbara	57.8	59.6	28.6	15.0
Santa Clarita Valley	42.1	54.0	32.6	22.2
Santa Monica	52.0	52.7	N.A.	N.A.
Sequoias	46.7	64.0	20.0	23.1
Shasta	53.2	61.2	22.6	8.3
Sierra	43.1	60.6	18.8	-
Siskiyou	56.7	69.4	15.0	-
Solano	38.8	56.8	31.1	16.7
Sonoma	52.9	51.6	25.7	21.4
South County	45.1	54.8	28.9	13.8
State Center	45.5	60.4	N.A.	-
Sweetwater	41.6	60.8	30.4	15.2
Ventura	44.1	61.0	20.7	8.1
Victor Valley	45.1	60.9	24.6	28.6
West Hills	50.5	68.4	9.3	16.7
West Kern	49.0	64.7	15.8	16.7
West Valley	51.5	53.4	26.2	8.3
Yosemite	46.4	58.0	25.3	8.0
Yuba	49.3	62.2	20.2	-
State	47.8	56.8	28.5	14.7

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(Excerpts from Fall 1972 Racial and Ethnic Survey Report to Board of Governors)

1. Comparison Base

One of the unresolved questions of racial and ethnic surveys is what constitutes racial or ethnic imbalance. This is a two-part problem:

a. An appropriate base for comparison must be determined, and
b. A range of acceptable variation from that base must be established.

Presumably, the appropriate comparative base for a Community College is the ethnic composition of the "community" it serves. The federal census is generally accepted as the best source of such information. There are, at least, two problems with census data for purposes of this survey:

1. Census data are not readily available in a format that coincides with specific Community College service areas.

2. Updating of federal census data is not currently available.

Following the procedure of prior surveys, this report employes the racial and ethnic composition of public elementary and secondary schools as the surrogate measure of community composition.

There are serious inequities incumbent in the use of K-12 racial and ethnic survey of public schools data as the measure of ethnic composition of a Community College's service area. The following table illustrates the variability encountered between published 1970 census data and comparable categories of the fall 1970 K-12 Department of Education ethnic survey for selected counties:

County and Category	American Indian	Asian	Black	Other Non White
Fresno				
(A) 1970 Census	.5	2.1	4.9	2.3
(B) Fall 1970 K-12	.3	1.9	6.1	.4
(C) K-12 Deviation as % of Census	-40.0%	-9.5%	24.5%	-82.6%
Kern				
(A) 1970 Census	.6	.5	5.7	2.0
(B) Fall 1970 K-12	.3	.6	6.8	.6
(C) K-12 Deviation as % of Census	-50.0%	20.0%	19.3%	-70.0%
Monterey				
(A) 1970 Census	.5	1.8	4.9	4.8
(B) Fall 1970 K-12	.2	3.3	6.8	3.0
(C) K-12 Deviation as % of Census	-60.0%	83.3%	38.8%	-37.5%
Napa and Solano SMSA				
(A) 1970 Census	.5	1.0	6.7	2.6
(B) Fall 1970 K-12	.3	1.8	9.9	1.7
(C) K-12 Deviation as % of Census	-40.0%	80.0%	47.8%	-34.6%

San Diego				
(A) 1970 Census	.4	.8	4.6	2.0
(B) Fall 1970 K-12	.3	1.2	6.0	1.6
(C) K-12 Deviation as % of Census	-25.0%	50.0%	30.4%	-20.0%
San Francisco				
(A) 1970 Census	.4	9.8	13.4	4.9
(B) Fall 1970 K-12	.3	17.1	28.2	5.4
(C) K-12 Deviation as % of Census	-25.0%	74.5%	110.4%	10.2%
San Joaquin				
(A) 1970 Census	.4	2.6	5.4	3.5
(B) Fall 1970 K-12	.3	2.8	7.2	2.3
(C) K-12 Deviation as % of Census	-25.0%	7.7%	33.3%	-34.3%
Santa Barbara				
(A) 1970 Census	.4	1.1	2.4	1.7
(B) Fall 1970 K-12	.2	1.4	3.3	.3
(C) K-12 Deviation as % of Census	-50.0%	27.3%	37.5%	-82.4%
Sonoma				
(A) 1970 Census	.8	.6	1.0	1.0
(B) Fall 1970 K-12	1.0	.8	1.3	.5
(C) K-12 Deviation as % of Census	25.0%	33.3%	30.0%	-50.0%

The extreme example in the table is the City and County of San Francisco where the black students in public schools K-12 represent more than twice the composition of blacks in the population at large. Obviously, the relative balance of City College in this group of students is entirely dependent on which base the comparison is made.

Continued reliance on K-12 ethnic data is also questionable because the Department of Education does not seem committed to a survey made annually.

If Community College racial and ethnic composition is to be compared with that of its community, then better indices than K-12 composition are needed. Further, comparison bases for staff composition should differ from that used for students.

2. Acceptable Variation

The range of permissible absolute variation in percentage points from the measure of "community" composition varies among agencies and has changed from year to year in this series of reports. Two years ago the report to the Board of Governors used a ± 3 range, while last year's report used an average range of ± 7 percent. The California State Department of Education uses as its guideline Section 14021(c) of Title 5 of the California Administrative Code, which states in part:

> For purposes of these regulations a racial or ethnic imbalance is indicated in a school if the percentage of pupils of one or more racial or ethnic groups differs by more than 15 percentage points from that in all the schools of the district.

The Nevada State Department of Education has adopted a similar policy with a ± 18% range.

APPENDIX F

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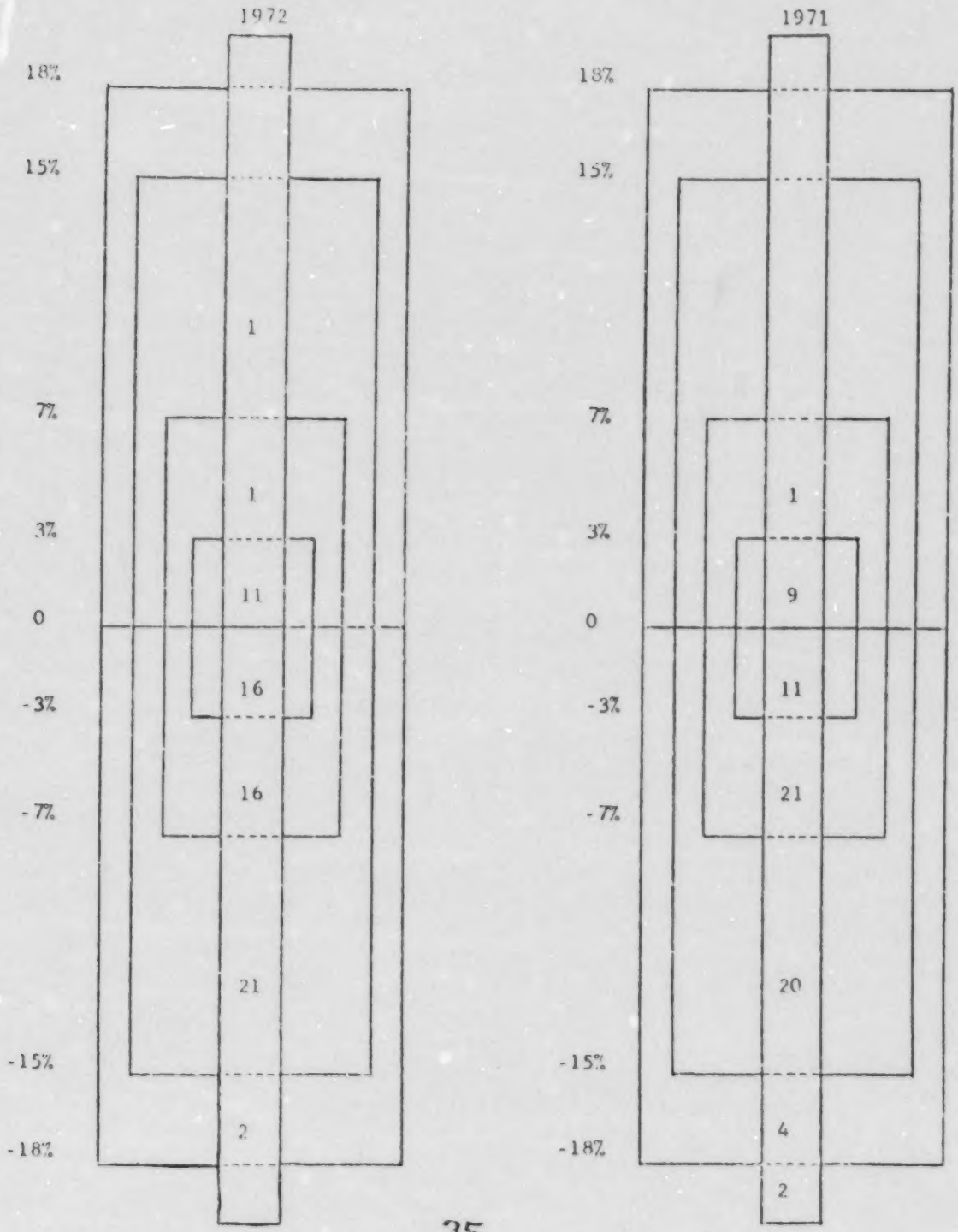
Figure 1. DISTRICTS RANKED IN INTERVAL GROUPINGS BY PERCENT DIFFERENCE BETWEEN THEIR MINORITY COMPOSITION AND K-12 COMPOSITION

TOTAL ENROLLMENT



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The implications of these various ranges for determining the number of districts out of balance are illustrated by Figure 1 in terms of total enrollments for fall 1972 and 1971. For instance, there were in the fall of 1972 twenty-seven districts with total enrollment of minority students within ± 3% of their K-12 composition. Forty-four districts were within ± 7% and all but two are within ± 15%. All districts are in balance by Nevada's definition.

This report adopts no specific definition of balance A measure of balance is dependent upon a number of elements:

1. The current extent of minority group representation within the school system.

2. The availability of minority group persons for employment or enrollment.

3. The need for training or recruitment programs in the area and/or the need to assure demand for those in or from existing training or recruitment programs.

4. The impact of programs upon the existing labor or enrollment force.

5. The adequacy of data reporting.

3. Absolute or Relative Comparison

Among the problems resulting from the approach to the analysis of racial and ethnic survey data discussed above is that adjustment is not made for differences in the relative size of a particular group among the districts. What may appear at first glance to be two or more districts doing equally well in reflecting the K-12 composition may, in relation to the size of the group in question, not be true.

If, rather than an absolute measure of difference, a relative measure of difference is calculated a considerably modified picture emerges from the data. Such a relative measure could be referred to as an Index of Difference and its derivation would be as follows:

$$\frac{\text{college composition} - \text{K-12 composition}}{\text{K-12 composition}} \times 100 = \text{Index}$$

or

$$\frac{\text{absolute difference}}{\text{K-12 composition}} \times 100 = \text{Index}$$

What this Index does is to adjust the absolute difference between the college composition and K-12 composition for the relative size of that particular group within the K-12 distribution. For a given absolute difference value, the smaller the relative size of the group involved, the greater the difference in the index.

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The table below explains this concept utilizing full-time student data of selected minority subgroups for specific districts:

Minority Category and District	A Percentage Composition in K-12	B Percentage Composition in Community Colleges	C (A-B) Absolute Difference in %	D* Index of Difference
1. American Indian:				
Redwoods	5.0	5.8	.8	16.0
Sonoma	1.1	1.9	.8	72.7
2. Black:				
North Orange	.4	.3	(.1)	(25.0)
Riverside	7.8	7.7	(.1)	(1.3)
Kern	6.3	5.4	(.9)	(14.3)
Solano	12.7	11.7	(1.0)	(7.9)
3. Mexican-American:				
Imperial	52.7	42.0	(10.7)	(20.3)
Rancho Santiago	21.8	11.4	(10.4)	(47.7)

*Column D = $\frac{\text{Column C}}{\text{Column A}}$ x 100

Drawing from the first example in the table, it is evident that, although the absolute difference between the K-12 American Indian composition and college composition of Redwoods and Sonoma districts is an identical .8% (Column C), the Index of Difference is 16.0 and 72.7 (Column D), respectively. This could be interpreted to mean that rather than being equal in this respect, Sonoma has done 4.5 times as well as Redwoods. But, even this approach does not get to the fundamental matter of difficulty of goal achievement. It may be that a wide variety of conditions in the Sonoma district converge to make such achievement comparatively simple relative to conditions at College of the Redwoods.

APPENDIX G

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ELEMENTS OF AFFIRMATIVE ACTION PLANNING

Executive Order 11246 embodies two concepts: nondiscrimination and affirmative action. A clear nondiscrimination policy statement must be a part of a district's governing board's commitment to equal educational and equal employment opportunities. Affirmative action entails more than mere neutrality or impartiality. As the phrase implies, there must be an undertaking of positive action to overcome the long-time effects of systematic and institutional forms of exclusion and discrimination. Nothing in the executive order requires, however, an institution to eliminate or dilute standards which are necessary to the successful performance of its educational functions. The affirmative action concept does not require that any unqualified person be employed or promoted. Basic elements of a comprehensive "affirmative action" program include:

1. Establishment and implementation of nondiscriminatory policies and practices on student admissions and personnel employment.

    a. A policy statement that affirms the commitment to affirmative action and that assures that no one will be discriminated against because of race, color, creed, religion, sex, marital status, or national origin.

    b. A policy statement on student recruiting, admissions, and retention practices including such elements as:

        1) Elimination of de facto deferential admissions procedures and practices.

        2) Special efforts to recruit minority and women students.

        3) Special efforts to recruit women into traditionally male-dominated fields.

        4) Provide in-service training to faculty and other staff dealing directly with students to become more aware of special needs of minority and women students.

        5) Develop programs in all aspects of college activities (academic, vocational, athletic, co-curricular, etc.) which reflect the needs of the entire community.

        6) Develop funding sources to substantially decrease or eliminate educational costs to all economically disadvantaged students.

        7) Evaluation of curriculum and course material by each academic discipline to determine that they reflect and include the contributions of minorities and women.

        8) Establish exchange programs with colleges of predominantly minority student-bodies.

        9) Provide services that will increase the potential of disadvantaged students to persist in college.

c. A policy statement on recruitment, appointment, retention, and promotion of employees including such elements as:

1) General provisions:

a) Affirmative support for the rights of minorities and women to equal employment commensurate with their individual qualifications.

b) Equal pay and benefits for equal work.

c) Elimination of discrimination against minorities and women in all phases of personnel transactions.

d) Pregnancy, or possible pregnancy, shall not preclude the consideration of women for employment.

e) Inclusion in benefits program of maternity leave and an option for child-rearing leave.

2) Recruiting and selection provisions:

a) Commitment to establish recruitment goals and timetables for overcoming imbalances in all job classifications.

b) Preparation of written job descriptions including required qualifications, duties and responsibilities, and anticipated duration of each position.

c) Positions to be advertised to the maximum practicable extent in the relevant recruiting areas.

d) Recruiting area to be realistically determined without regard to geographical limits.

e) Evaluation of selection process to insure freedom from bias.

f) Commitment to train and sensitize all individuals involved in recruitment, selection, and related functions in the philosophy of affirmative action to minimize potential for bias.

3) Retention and promotion provisions:

a) Commitment to in-service training programs as needed to achieve affirmative action goals.

b) Commitment to develop goals and time-table for advancement of minorities and women.

c) Encouragement to all employees to advance to higher positions or positions with greater potential.

d) Establish procedures for identifying and preparing women and minority employees for supervisory and administrative positions.

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e) Evaluation of employment status of women and minorities with emphasis on:

(1) Persons having longer periods of service than normal for position attained.

(2) Persons in lower level positions holding qualifications comparable to those required for higher level positions.

(3) Persons in lower level positions performing duties comparable to those assigned to persons in higher level positions.

f) Conditions of work, rights and benefits, salary and leave policies, and termination or layoff shall be nondiscriminatory.

4) Grievance procedures:

Commitment to establish procedures for timely and open hearing of complaints of noncompliance with affirmative action program.

d. A description of the assignment of responsibility for the development, implementation, and evaluation of affirmative action program.

1) Recommend procedures and methods for overcoming underutilization of minorities and women.

2) Develop a search strategy for locating minorities and women students and job applicants.

3) Recommend strategies to increase the available pool.

4) Conduct periodic demographic studies of college enrollments, local and state populations, and labor force and job market data.

5) Coordinate in-service human relations training programs.

6) Advise all staff on nature, purpose, and intent of laws, executive orders, policies, regulations, etc., relative to affirmative action.

7) Assist in the investigation of affirmative action complaints.

8) Prepare periodic evaluations of district affirmative action program.

e. Dissemination of the written affirmative action plan, both internally and externally, through various media to supervisory personnel, academic and staff personnel, students, potential employees, and the community.

2. Analysis of the composition of the student body and the community from which students are drawn and the current workforce and labor market to identify categories in which minorities or women are admitted to or employed by the institution in significantly fewer numbers than would be

expected from the availability of qualified minorities or women in the appropriate recruiting area.

a. An analysis of the student body and of the institution's "community" to identify student categories in which significantly fewer minorities and women are enrolled than would be expected from their availability in the appropriate "community." The most difficult and complex technical problem in the development of affirmative action programs for institutions of higher education is the collection of data on the availability of minorities and women in the app opriate recruiting area. Generally, 1970 census documents provide the most complete and accurate information. Furthermore, census information is now available in greater detail than in prior years. However, data aggregated by Community College districts are not readily available and the problem of updating information now four years old remains.

b. A utilization analysis to identify academic and staff employment categories in which significantly fewer minorities or women are employed than would be expected from their availability in the qualified labor force. The procedure for conducting the required utilization analysis is incorporated into the program. This analysis requires development of both workforce information by ethnic or racial group and sex and information on the availability of minorities and women for employment in academic and staff positions. Workforce data should indicate:

1) Employment status

   a) Permanent
      (1) Full-time
      (2) Part-time

   b) Temporary
      (1) Full-time
      (2) Part-time

2) Classification of employees by Federal Occupation Codes (example):

   a) Officials and managers
   b) Professionals
   c) Technicians
   d) Office and clerical
   e) Craftsmen
   f) Operatives
   g) Laborers
   h) Service workers

3) Ethnicity, race, and sex:

   a) American Indian
   b) Asian
   c) Black
   d) Spanish Surname
   e) Other non-Caucasian
   f) Caucasian

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4) Identification of underutilization:

(Informational note)

The University of California has adopted a two-part procedure for defining underutilization:

a) An analysis of workforce data is conducted to identify any underutilization of total minorities or total women in each Federal Occupational Code. A "utilization ratio" is obtained by dividing the percent of employees in each F.O.C. who are either minorities or women by the estimated percent of total qualified persons in the work force of the appropriate recruiting area who are either minorities or women. Underutilization exists when the utilization ratio equals .90 or less (i.e., when the percent of minorities or women employes is 90% or less of the estimated percent of qualified minorities or women available for employment). No underutilization is considered to exist if the percent of potential utilization of minorities or women represents less than half of a position.

b) A second analysis is conducted to identify any "substantial disparity." In the employment of a particular minority group or of either men or of women of a particular minority group. Similar utilization ratios are calculated and substantial disparity exists when a ratio equals .75 or less for a particular group or category.

3. Goals and timetables designed to correct problem areas that emerge from student-body and workforce analyses:

   a. Goals are numerical objectives fixed realistically in terms of the problem to be solved and the potential for solution in the relevant job market or student pool.

   b. Goals and timetables should reflect that which can be reasonably expected from putting forth every good faith effort to make the overall affirmative action program work. They need not be rigid, but must be attainable.

   c. Goals should be significant, measurable, and attainable.

   d. Goals should be specific results with a timetable for achievement.

   e. Failure to achieve stated goals does not in itself require a conclusion of noncompliance.

   f. Goals and timetables should be re-evaluated periodically.

4. An operational system of audit and reporting to assist in the implementation and monitoring of the affirmative action program. The purpose of this process is to identify problem areas and to determine if affirmative action efforts are effective. Reporting and monitoring systems will differ from institution to institution according to the nature of the goals and programs established, but all should be sufficiently organized to provide a ready indication of whether or not the program is succeeding.

5. Broad participation and responsibility given faculty and staff in the process of developing an information base, determining potential employee availability, establishment of goals and timetables, and monitoring and evaluating the effectiveness of the plan. The success of the affirmative action program may well be largely dependent upon the willingness and ability of faculty and staff to assist in the development and implementation of all appropriate elements of the plan.

APPENDIX H

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AFFIRMATIVE ACTION PROGRAM OUTLINE
ADOPTED BY BOARD OF GOVERNORS
APRIL 1973

Introdiction

U. S. Presidential Order 11246 and subsequent amendments and federal regulations prohibit recipients of federal contracts from discrimination in employment on the basis of race, color, religion, sex, or national origin. Community College districts with such contracts in excess of $10,000 are required to have a written affirmative action plan.

The Board of Governors of the California Community Colleges requests boards of trustees to recruit more district and campus minority and women applicants without lowering employment standards. Testing procedures and methods used for hiring minorities and women should be re-evaluated to insure that such tests do not discriminate against minorities and women.

The Board of Governors requests Community College districts to consider the following outline to adopt affirmative action plans which set goals and objectives and provide time schedules for implementation.

A. An in-depth analysis of problem areas should be conducted, and the following references should be considered in developing an affirmative action plan:

1. Civil Rights Act of 1964 (Title VI-A and Title VII-A, as amended by the Equal Employment Act of 1972).

2. Education Amendments of 1972 (Title IX).

3. Presidential Executive Order 11246 as amended by 11375.

   a. Department of Labor regulation (41CFR, Chapter 60).
   b. Revised Order 4.
   c. Health, Education and Welfare Higher Education Guidelines.

4. California Fair Employment Practices Act (Part 4.5, commencing with Section 1410 of Division 2 of the California Labor Code).

5. State Plan for Equal Opportunity on Apprenticeship.

6. California Code of Fair Practices (Executive Order issued October 1, 1971).

B. An affirmative action plan should include at least the following:

1. Statement of policy that sets goals and objectives and provides a time schedule for implementation.

2. Equal employment and affirmative action plan in construction and vendor contracts.

   a. Hiring practices for women and minorities.
   b. Provisions for on-the-job training.
   c. Apprenticeship-hiring practices.
   d. Program for upgrading women and minorities on the job.

3. Program for women and minority employees.

   a. Goals and objectives for hiring.
   b. Re-evaluation of testing procedures and validation of methods to insure against discrimination.
   c. Recruitment programs.
   d. On-the-job training for upgrading.
   e. Retention programs.

4. Program for women and minority administrators.

   a. Goals and objectives for hiring.
   b. Re-evaluation of testing procedures and validation of methods to insure against discrimination.
   c. Schedule for upgrading.
   d. On-the-job intern programs.
   e. Retention programs.

5. Program for women and minority students.

   a. Goals and objectives for enrollment.
   b. Programs to prepare students for an occupation or transfer to a four-year college.
   c. Re-evaluation of testing procedures and validation of methods to insure against discrimination.
   d. Counseling.
   e. Financial aids.

6. Advisory committee, including community representatives, and program of community understanding of problems of women and minorities.

7. In-service training for district employees regarding affirmative action implementation.

8. District follow-up and evaluation.

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APPENDIX I

DESCRIPTIVE STATEMENTS

ON AFFIRMATIVE ACTION PROGRAMS

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APPENDIX I

YUBA COLLEGE
Marysville, California 95901

April 29,1974

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AFFIRMATIVE ACTION PLANNING; brief discussion of context in which planning has taken place.

I. EVENTS LEADING UP TO THE DEVELOPMENT OF THE PLAN, INCLUDING BREADTH AND INTENSITY OF INVOLVEMENT OF ALL ELEMENTS OF COLLEGE AND COMMUNITY.

For many years there had been informal concern with the operation of the college relative to the Civil Rights Action of 1954, Title VI. On January 7, 1965, the Yuba College Governing Board had adopted HEW Form 441 covering contractual relationships. The adoption, by the State Legislature, of the EOPS program stimulated further action upon the part of the college. Immediately upon learning of the availability of the program, Yuba College wrote one of the first applications and was awarded $57,465 for the 1969-70 academic year.

As part of the planning for writing the first EOPS application, the college named an advisory committee made up of persons from the community, the student body, the faculty, and the administration. This initial committee was intimately involved in developing our first plans for the EOPS program and, therefore, indirectly, Affirmative Action. The initial plan has stood the test of time, since EOPS applications for each succeeding year, approved by the Advisory Committee, have included the basic components developed for the first plan.

Aggressive recruiting of minority students was the prime aspect of the EOPS program, made possible by having available money for grant funds. Since the college has consistently operated on a very tight district budget, the availability of State funds definitely accelerated the development of Affirmative Action, as "action" rather than "theory" on this campus.

II. BRIEF REVIEW OF THE MAIN FEATURES OF THE ADOPTED PLAN, INCLUDING DATE OF ADOPTION AND SPECIFIC GOALS AND TIMETABLES.

Following inauguration of the first EOPS program, involving as it did all aspects of Affirmative Action for students, including formation of an Ethnic Studies Division, planning toward a complete Affirmative Action Program intensified on the campus, but primarily the work was done by administrative personnel, with the advice of individuals from the EOPS Advisory Committee and the Ethnic Studies Division Staff.

Mid-year during 1971-72, a one-page policy statement was ready for submission to the Governing Board and, on August 2, 1972, this was adopted as the "GOVERNING BOARD POLICY, YUBA COLLEGE AFFIRMATIVE ACTION PROGRAM". This statement included outside contracts, minority students, minority certificated and classified employees, minority administrators, and work toward developing a community understanding. This action upon the part of our Governing Board gave official direction to the efforts of staff members interested in developing a comprehensive program.

Intensive developmental planning then commenced, with the Vice President-Assistant Superintendent responsible for aspects of the plan which would deal with students, faculty, and curriculum; the Business Manager responsible for aspects of the plan which would deal with classified personnel and contracts. Committees were utilized, in both cases, but the Vice President elected to work very closely with the Academic Senate in developing the aspects of the plan for which he was responsible. At each stage of development, progress reports were given the President-Superintendent; he, in turn, elected to deeply involve the President's Cabinet, which body acted in an advisory capacity as elements of the plan were developed.

In the Fall of 1973, this developmental work was completed, and the resulting document presented to the President-Superintendent. This document is entitled "Administrative Organization and Procedures for Implementing the Affirmative Action Program for the Certificated and Classified Employees and Students of Yuba Community College District". On October 3, 1973, the College Governing Board acted to approve this document and it was inserted in the college Faculty Handbook and Policy Manual,

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supplementing the 8/2/72 Governing Board Policy, as the college's official Affirmative Action Program. The Vice President is responsible for administering the parts of the program which deal with faculty, students, and curriculum, and the Business Manager for that dealing with classified personnel and contracts; both with the aid of standing committees.

As generalities, goals for students and classified personnel are keyed to ethnic minority populations within the college district; goals for faculty are keyed to ethnic minority populations within the college student body. Timetables for reaching student and classified staff goals are not specifically stated, but are understood to be current. The timetable for reaching certificated staffing goals includes application of a formula built into the program, allowing basically a three-year adjustment period from any time at which the goals of the program are found to be unbalanced.

III. STRATEGIES FOR IMPLEMENTING PLAN AND EVALUATING ITS EFFECTIVENESS.

The principal strategy used in the development of the plan was for those of us particularly interested to solicit the support of key staff members and work through them with the rest of the staff. For the Vice President, this was done through the Academic Senate; for the Business Manager this was done through the Executive Committee of the local chapter of California School Employees Association. Division Chairmen were regarded as key persons to enlist the support of the staff.

The Vice President and Business Manager are specifically delegated responsibility for making the plan a reality. Each was instrumental in designing the committee which will work with them. In the case of the Vice President, we were careful to include both the current and past chief officers of the Academic Senate and the Yuba College Faculty Association, feeling that, between them they could speak for the whole faculty; also included on his committee are representatives of every minority group on campus, including specific women delegates. The Business Managers committee depends upon CSEA to name delegates, with minority representation requested.

Evaluation is dual, in both cases: (1) continuous review by the committee for conformance to the plan, and (2) objective reports and annual review of goals and timetables.

It is to be noted that neither committee contains student representation, although this was discussed. It was decided that student representation could not be effective on a continuing basis. This decision was made upon the basis of evidence from our own campus. For some years, we have specified student membership on each college committee. It has been ineffective, even when ASYC names its representatives, because participation and attendance is very spotty; attendance usually ceases after the first or second meeting of the committee. It may be for other reasons, but we believe it is so because all Yuba College students have very ready access to instructors, Division Chairmen, and all administrative officers; thus, they choose to participate in college governance only on an ad hoc basis, approaching the cognizant individual, division, administrative unit, or committee when they have a real problem with which they are immediately concerned and for which they want a relatively immediate solution.

IV. EVALUATION OF CONSTRAINTS ON POTENTIAL FOR IMPLEMENTATION.

(a) Little or no student and staff growth. Thanks to the individual concern of faculty and administrators, the goals of the faculty and student aspects of the program were reached even before the formal plan was adopted. This was true also in the areas of classified staff and contracts. The problem is, therefore, minimal because it requires, to a great degree, only efforts to maintain the status quo and enforcement of already functioning procedures.

(b) Need for In-Service training. Fortunately, for many other reasons, the college early recognized In-Service Training, in its many aspects, as important. Therefore an effective on-going program already exists. In the 1973-74 academic year,

$25,000 was directly spent on this program, exclusive of Sabbatical Leaves. If the 1974-75 budget works out as we hope, up to $48,000, exclusive of leaves, will be available. We do feel this to be an area where State supplemental financial support is very important, if we are to be able to develop the program.

(c) Adequacy of pool of qualified personnel. We have not as yet found this to be an insurmountable problem, although convincing qualified minority faculty to come to this small rural area is difficult and this may be a problem in the future.

V. PROGRESS TO DATE IN IMPLEMENTATION AND EVALUATION OF THE PLAN.

The cognizant committees are agreed that we are right on schedule in implementation and evaluation of the plan. Both the administrators involved, and the committee, do have a concern that faculty representation of minority personnel is concentrated in a small number of Divisions, and efforts will have to be made in the future to make representation more uniform throughout the campus. Total representation meets our college goal; individual Divisional representation is not as uniformly spread as we desire it to be. We feel our progress has been so satisfactory because of the commitment of Division Chairmen, officers of the Academic Senate and the Yuba College Faculty Association, and administrators to have a program which exists in action as well as theory. We do not mean to imply that there may not be some very difficult decisions ahead, and some strong differences of opinion of our obligations under the program, but we feel that with the start we have made, a satisfactory program can remain in continuous implementation.

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AFFIRMATIVE ACTION PLANNING: THE VENTURA COMMUNITY COLLEGE DISTRICT EXPERIENCE

By José L. Bonpua, Jr., Ph. D.*

In 1965 Executive Order 11246 was issued by the President of the United States declaring affirmative action a principle of law. In 1967 the State of California amended the Fair Employment Practice Act of 1959 providing for the institution of affirmative action programs. In 1969 the Ventura Community College District responded to these legal mandates by creating the District Advisory Committee on Minority Affairs.

The main aim of the administration and the Board of Trustees in creating the Committee was to afford them good advise in the direction they were going to follow. Through the good counsel of this Committee the District created the position of Affirmative Action Officer in 1971. The current membership of the Committee is composed of a faculty representative from each college, the Affirmative Action Officer representing the District, and 9 community members.

The development of the Affirmative Action Program Manual of the District was initiated early in 1971 when the Affirmative Action Officer presented to the Subcommittee of the Minority Affairs Committee on Affirmative Action, a draft of the proposed A A P. The Subcommittee endorsed the Plan and presented it for formal endorsement by the Minority Affairs Committee.

The first draft was presented before the Board and upon the recommendation of the administration a further study was instituted. As a result of this recommendation, it was thought wise to involve the faculty and admininstrators in the drafting of the Plan. As a result of this action, an Ad Hoc Committee was formed in 1972. It was during this year that the Board created the District Advisory Committee on the Status of Women. Consequently, the composition of the Ad Hoc Committee included community members of both advisory committees; thus, reflecting a composite representation of administration, community representatives as well as male and female faculty members.

The efforts of the Ad Hoc Committee resulted in the production of the second draft. Too many hours were spent in the writing and too many emotional outbursts from both sides were exhibited. The Ad Hoc Committee can be proud of the candid participation of its conservative, liberal as well as moderate mem-

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*District Affirmative Action Officer of the Ventura Community College District.

bers. Racially and sexually, all groups were represented. Evidence of all sorts were taken into account. The Committee deliberated in the morning as well as in the evening and in some instances went into lengthy night sessions. Because of the diversity of opinions presented, the Ad Hoc Committee decided to produce a "majority" and a "minority" report. [These designations do not have anything to do with racial identification.] Both reports were then presented to the Superintendent who in turn made his recommendation to the Board. The Superintendent then called the Affirmative Action Officer to review the "majority report" and directed him to present to him those elements that need to be retained in the AAP Manual. Once this was done, the Superintendent called a Special Committee composed of himself as Chairman, the Affirmative Action Officer, a College President, and the Personnel Director as members. Frank, candid, and honest deliberations ensued. This Special Committee then produced the Superintendent's recommendation to the Board of Trustees.

On July 19, 1973, the Board unanimously approved the AAP Manual and subsequently, the County Counsel gave its stamp of approval as to its legality on July 20, 1973. The AAP Plan has merited the support of a civil rights organization such as the NAACP. The La Raza Faculty Association of the State of California, the Chicano faculties of Moorpark and Ventura College, the Minority Affairs Committee, the Status of Women's Committee as well as the League of Women Voters all enthusiastically endorsed the Plan. To meet the District's good faith efforts, copies of the Plan were sent by registered mail to the California Fair Employment Practice Commission in Sacramento, the Equal Employment Opportunity Commission offices in San Francisco and Washington, D.C., the office for Civil Rights of HEW, and the Chancellor of the California Community Colleges in Sacramento. No negative comments were heard from them to date.

The District's AAP Manual contains specific goals and timetables for ethnic minorities and women in all levels of faculty, administrative and student employment. [For specific details, please refer to the AAP Manual furnished your office.] One important aspect of the goals is the inclusion of students in terms of funding received from both Federal and District funds.

At the present time, the District is in its implementation process. A formal in-service program for those in a position to hire has been approved and will probably be initiated early in the Fall of 1974. A nondiscriminatory pool of applicants is being formed. It is now part of the hiring process to circulate all openings for full time positions. Each college has to have a Screening Committee as well as an Interviewing Committee. These requirements take the form of what we call "Certificated Employment Audit Report-Contract".

In as far as the success of the AAP Manual is concerned, we can only assume from the many requests nationwide for a copy that it is a proto-

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type of an affirmative action plan in an educational institution. The Affirmative Action Officer has been officially consulted by colleges and universities and articles on the subject have been published in professional education journals foremost among which are the "Community and Junior College Journal," "the Intellect," "The Community College Social Science Quarterly," and the C J C A NEWS (as guest editorial). Others are in preparation.

The A A P Manual has been published in hardbound by the Eric Clearinghouse at U C L A and is also available in microfiche. To meet the demands of those who request copies, the A A P Manual has been reproduced in tabloid form.

If one carefully examines the Resolution adopted by the C J C A in 1973, one needs only refer to the "Ventura Plan". For in the drafting of said Resolution, the La Raza Faculty Association which held a statewide conference in Fresno, proposed for such a Resolution, and enlisted the assistance of the Affirmative Action Officer of Ventura Community College District. Similarly, during a recent conference of the N A A C P Southern Area Conference held in Compton, a Resolution relating to Affirmative Action was passed with his assistance. Such Resolution may now have reached the desks of educational administrators within the Southern Area Conference. In the national level, the Office of Affirmative Action has been very active in urging Federal agencies to change the use of untutored terms in their forms. For example, it is now the practice of the Equal Employment Opportunity Commission to use the term "Asian" for "Oriental" and "Black" for "Negro". Other technical matters were also brought to their attention.

There are still problems to be resolved; issues to be attended to; and sessions needed to synthesize the sensibilities of the insensitive. For as Mr. Justice Felix Frankfurter said in his separate but concurring opinion in Cooper vs Aaron [1958]: "Local customs, however hardened by time are not decreed in heaven... . Experience attests that such local habits and feelings will yield, gradually... to law and education".

Affirmative Action programs should address to equal opportunity and treatment. For as Justice John M. Harlan said in his prophetic dissent in Plessy vs Fergusson, over a century ago, "Our Constitution is color blind... . In respect of civil rights, all citizens are equal before the law. The humblest is the peer of the most powerful... ."

STATE CENTER COMMUNITY COLLEGE DISTRICT

AFFIRMATIVE ACTION PROGRAM

1. Events leading up to the development of the plan, including breadth and intensity of involvement of all elements of college and community

As a result of a recommendation from the Citizens' Resource Committee on Extended Opportunity Programs and Services for the State Center Community College District that the Board of Trustees act in accordance with the Statement of Policy on Minority Personnel Practices adopted by the Board of Governors of the California Community Colleges on September 16, 1971, the Board of Trustees of this District, on May 24, 1972, directed the administration to create a representative committee of certificated and classified employees to develop recommendations for subsequent Board consideration on the subject of affirmative action. The committee consisted of the following persons:

District Office

John S. Hansen, Assistant Superintendent, Education
James A. Kelley, Director, Classified Personnel

Fresno City College Representatives

Percy Davis, Faculty Member, Senate Representative
Venancio Gaona, Faculty Member, Senate Representative
Mary H. McFarland, Faculty Member, Senate Representative (Chairman)
Louise M. Najarian, Classified Employee
Alfred R. Scampini, Classified Employee
Rueben A. Scott, Faculty Member, Senate Representative

Reedley College Representatives

Rudolph J. Bueno, Classified Employee
Armando J. Gonzales, Faculty Member, Senate Representative
Richard H. Hoffman, Faculty Member, Senate Representative
Shiz J. Kimoto, Classified Employee
Josephine R. Zepeda, Faculty Member, Senate Representative

On August 1, a workshop-type meeting involving District representatives and representatives from private industry and public agencies was held. Representatives of the AAPSC attended a workshop in Los Angeles on September 25 which was sponsored by the Selection Consulting Center on the subject "Implementing Selection Regulations in the Public Sector." The SCC sponsored a workshop on this subject in Fresno on December 5 in which representatives of the Board of Trustees, the Personnel Commission, members of the AAPSC, certificated administrators, and designated classified personnel supervisors participated.

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The Affirmative Action Program Study Committee held nine meetings, in addition to a number of meetings by various subcommittees, for perusal of material and development of proposed policy and procedures statements. In addition, two public hearings were held (March 1 at Reedley College and March 5 at Fresno City College) to give interested persons an opportunity to submit suggestions and discuss the proposed documents.

The Board considered the committee's report on June 23, 1973, and subsequently held a joint meeting with the classified Personnel Commission to give further consideration to these materials. At the July 25 meeting, the Board passed a motion unanimously "that the proposed policy on affirmative action be adopted as proposed, that the college presidents and the Superintendent will be responsible for its implementation, and that consideration of the subject of employment of an Affirmative Action Officer be delayed pending review by the newly-appointed Superintendent."

Subsequently, the Personnel Commission took similar action.

Following further study of these materials by the Superintendent's Cabinet, action was taken by this body on November 29, 1973, to adopt regulations and procedures, including report forms, to accompany the policy previously adopted by the Board and approved by the Personnel Commission.

2. A brief review of the main features of the adopted plan including date of adoption and specific goals and timetables

The Affirmative Action Policy at State Center Community College District was adopted by the Board of Trustees on July 25, 1973. The District's implementing plans, procedures, and program were adopted on December 11, 1973. The main features of the plan are as follows:

1. On the basis of needs (job openings), the development of an employee recruitment program designed to inform minority persons and females of job openings and to encourage them to apply.

2. The establishment of in-service training programs.

3. Compilation of race and sex data on the staffs of the District's campuses showing comparisons with earlier years.

4. The establishment of goals designed to achieve overall proportions of ethnic minority and women employees that are consonant with the availability of qualified applicants in the relevant job markets.

5. The establishment of timetables to be developed and revised annually.

6. The creation of a pool of qualified minority and women applicants.

7. The appointment of a District Affirmative Action Officer who is responsible to the Superintendent.

8. The establishment of an 18-member advisory committee on affirmative action comprised of administrators, faculty, classified personnel, students, and community leaders.

3. Strategies for implementing plan and evaluating its effectiveness

1. Achieved through the implementation of the Plan as outlined in "2" above and as detailed in enclosed copy of the Plan.

4. Evaluation of constraints on potential for implementation

1. Little enrollment growth.

2. Low rate of turnover of professional staff.

3. Few retirements anticipated among administrative personnel.

4. Need for in-service training and the development of sensitivity to and a broader commitment to equal employment opportunities.

5. Progress to date in implementation and evaluation of the plan

1. The adoption of an Affirmative Action Policy by the Board of Trustees.

2. Development of an Affirmative Action Plan.

3. The establishment of goals and timetables for periods of one and five years.

4. The employment of an Affirmative Action Officer effective June 1, 1974.

CEC:jm
5/20/74

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AFFIRMATIVE ACTION AT GROSSMONT COLLEGE

The Events Leading up to the Development of the Plan, Including Breadth and Intensity of Involvement of All Elements of College and Community.

In October, 1972, President Erv Metzgar of Grossmont College formulated an Ad Hoc Committee on Affirmative Action. The committee had representation from administration, faculty, students, classified staff, and members of the community having an interest in equal opportunity. It finished writing the first draft of an affirmative action program by January, 1973.

At that time, the document was circulated among all segments of the college community for review and criticism. In addition, the committee held special meetings to explain the document to all members of the staff and to receive feedback concerning the proposed program. Subsequently, the Governing Board held a special meeting for the purpose of discussing the proposed affirmative action program. At the special meeting, the administration made an extensive presentation, tracing the development of affirmative action in higher education. A number of special resource people from the Fair Employment Practices Commission and HEW were also on hand to make presentations.

A Brief Review of the Main Features of the Adopted Plan, Including Date of Adoption and Specific Goals and Timetables.

The Governing Board adopted the Affirmative Action Program on April 9, 1973.

The program has three parts: (1) a statement of policy; (2) an affirmative action program for certificated personnel; and (3) an affirmative action program for classified personnel. Each program has specific objectives, goals, and strategies for implementation. The affirmative action program for classified personnel documents in a very detailed manner the procedures for employment screening, promotions, in-service training, and employee grievances.

Specific goals and timetables in both affirmative action programs are listed under "Objectives and Goals." (Refer to pages 2, 9, and 10 of the accompanying document.)

Strategies for Implementing Plan and Evaluating its Effectiveness.

Both the certificated and classified affirmative action programs spell out in specific terms the procedures for implementation. Some of the main features of the certificated program are the following: appointment of a half-time affirmative action coordinator, a minorities recruitment program, internships for qualifiable individuals, development of specific employment goals and timetables reports, appointment of an affirmative action committee, and appointment of an advisory committee on equal employment opportunity.

For the classified program, the main features are the following: candidate screening and interviewing procedures, advertising and aggressive minority recruitment, development of training programs in human relations for supervisors, training programs, specific procedures for promotion, and formulation of an employee grievance committee.

Each year, the Advisory Committee on Equal Employment Opportunity will meet with the president to review annual progress and to make recommendations for the next year. This advisory committee will include representatives from administration, faculty, students, classified staff, the affirmative action coordinator, and two community members.

Evaluation of Constraints on Potential for Implementation

a. Little or no student and staff growth

With the exception of vocational education and adult education, college enrollments are diminishing. Affirmative action programs are limited to relatively few new certificated positions. The potential for diversification of faculties with minorities or women is thus limited to replacements for most contract positions. Classified personnel has considerably more turnover because of the staffing patterns.

b. Need for In-Service Training

Education for the changes involved in the implementing of affirmative action programs must be given top priority. It will be essential for everyone to understand and value persons whose ethnic or racial backgrounds differ from the majority. Competition for qualified minority applicants is accelerated by civil rights legislation. Recruitment for the purpose of creating an applicant pool is a difficult, but essential, first step. Young people should be encouraged to prepare for employment opportunities during the secondary school experience.

c. Adequacy of Pool of Qualified Personnel

Applicants for certificated positions are available in most disciplines. The Health Sciences, Engineering, and Electronics seem to be most difficult to recruit. Classified positions at entry level wages are difficult to retain, a fact which necessitates creating internship training programs for promotable and/or qualifiable employees.

Progress to Date in Implementation and Evaluation of the Plan

The affirmative action program at Grossmont College has been in effect for approximately one year. An affirmative action coordinator was assigned in September, 1973. The first phase goal, assessment, is being finalized. 1972-73 was identified as a base for comparison for all future changes in employment patterns. The report graphs the employee composition of the college as compared to U.S. census data. Where disparities between minority or women occur, goals to increase the recruitment, hiring, or promotion of those minorities are being established.

In-service training in human relations for classified supervisors and administrators is scheduled for May, prior to hiring new employees for 1974-75.

Procedures for recruitment, selection, testing, and interviewing applicants are being revised in cooperation with administration, department chairpersons, the Personnel Office, and the affirmative action coordinator.

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Results of the program cannot be measured until the first full year employment patterns can be compared with the base year. Evaluation of affirmative action programs is measured in changing staff patterns in the institution which reflect the diversity of the population.

Further Plans for Increasing Tempo of Implementation and Measuring Effectiveness

A full-time affirmative action coordinator is needed to increase the tempo of the program. There is a need for some budget consideration for purposes of education for the coordinator and to produce the human relations training programs for all campus personnel. Clerical assistance is needed in the tasks involved in office routine.

The assessment report, Progress Toward Equal Opportunity in Employment, lists the following strategy recommendations:

1. An improved system for collecting personnel data should be devised, so that information necessary for assessing and reporting is readily available. A computer program is recommended so that retrieval is immediate, current, and accurate.

2. All part-time and hourly employees, both certificated and classified, should be included in the data to be collected for supplemental reports.

3. The second-phase goals should include training programs for promotable employees.

4. Cultural Awareness (educational experiences with the aim of changing attitudes and improving human relations) should be instituted immediately.

5. Recruitment of qualified and qualifiable applicants, toward the development of applicant pools, should be continued and increased.

6. The refinement of goals and timetables should be initiated immediately.

PASADENA CITY COLLEGE
1570 EAST COLORADO BOULEVARD
PASADENA, CALIFORNIA 91106
TELEPHONE 578-7203

OFFICE OF THE VICE PRESIDENT

May 6, 1974

As the Affirmative Action Officer for the District, I am pleased to have this opportunity to reply to your letter of April 24, 1974, addressed to Dr. Sarafian, concerning the status of our Affirmative Action Program.

After receiving guidelines from HEW in October 1972, we developed an outline of a tentative plan, copy of which was sent to the Chancellor's office as requested. In February 1973, our Board of Trustees approved an Affirmative Action Program which had been developed by the staff. A College-wide affirmative action committee was established composed of certificated and classified members to serve as an advisory group to me.

The main features of the plan include dissemination of pertinent information to all segments of the college community and the communities composing the Pasadena Area Community College District. A general statement, issued by the President, was sent to all departments, as follows: (This College statement had been adopted by the District in 1958, but did not include the words "age" or "sex")

> "The Pasadena Area Community College District seeks to recruit, select, and recommend for employment, the best available candidates for any given position solely in terms of legal requirements, merit, and qualifications, without reference to race, creed, national origin, age, ancestry, or sex."

A five-year projection of possible vacancies due to anticipated expansion and retirement was made.

Position vacancy announcements are being sent to outside agencies including those working primarily with ethnic minorities. This list is under constant review to be sure that it is current. In addition, we have encouraged members of our staff to refer applicants for vacancies for which they qualify. Substantial changes have been made in our applications for employment. We no longer ask for an applicant's marital status, sex, date of birth, names of relatives who work with the District, or the traditional "Yes/No" question pertaining to convictions. For this last question, a statement is substituted that applicants with a conviction record must discuss the matter with the Dean of Personnel Services (certificated) or the Personnel Technician (classified). We believe that we have taken every action to assure that applicants will be considered on the basis of education and experience only.

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Because of the anticipated decline in enrollment, and because a survey indicating that there will be few retirements within the next five years, we foresee few vacancies in the immediate future. A committee including the Specialist in Chicano Affairs and the Specialist in Black Affairs, holds in-service training sessions for the total staff with emphasis on affirmative action guidelines.

The Affirmative Action Committee has been designated the "watch dog" to implement the plan. We are currently in the process of revising the plan to conform more completely to the guidelines suggested by HEW and FEPC.

As of this writing our staff totals 751 salaried employees. Of that number, 94 are Black, 40 Chicano or Spanish surname, 14 Oriental, and 327 female.

We trust the above information will give your office the brief description of our Affirmative Action Plan you requested.

Sincerely,

E. Howard Floyd

E. Howard Floyd
Vice President

cc: Dr. Sarafian

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PERALTA COMMUNITY COLLEGE DISTRICT

300 GRAND AVENUE • OAKLAND, CALIFORNIA 94610
(415) 834-5500

THOMAS W. FRYER, JR., CHANCELLOR
AND DISTRICT SUPERINTENDENT

Curtis C. Aller
President
Booker T. Jackson, Jr.
Vice-President
John C. Anderson, Jr.
H. Pat Bolen
Carl Dechow, Jr.
Hal Michaels
Mrs. Constance L. Ormond

May 22, 1974

This is in response to your request for information concerning our Affirmative Action Plan. I am enclosing some documents that briefly describe the events leading up to the development of the plan.

First, an Ad Hoc Committee of three members of the Board of Trustees developed some specific guidelines for the implementation of our Affirmative Action Program. In a sense, they set a framework for a district-wide committee. The Ad Hoc Committee's recommendations are enclosed. Following Board adoption of the Committee's recommendations, a district-wide committee consisting of representatives from all segments of the district was appointed. Over a period of three to four months this Committee hammered out an Affirmative Action Plan which is now the Board Policy (enclosed).

One of the features of the Plan is the provision for an Affirmative Action Review Council consisting of representatives from the faculty, administration, classified staff, community and the Board of Trustees. All ethnic groups are represented. I am also enclosing minutes of the meetings and will forward additional minutes as they are transcribed.

You will note in the Plan provisions for staff development, monitoring of employment, annual up-dating of information, and requirements for plans to be submitted by each unit of the District (colleges, district office, skills center, etc.). The first annual report submitted by the Director of Personnel is enclosed for your information. The goals as stated by the plans are derived from projected percentages of lower school enrollment and demographic representation in the current census data in the community at large.

Under item 3 of your letter, I would describe our implementation being well developed through the utilization of the Affirmative Action Review Council. I believe you will see such efforts reflected in the minutes of the Council.

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May 22, 1974

In response to item 4, the most serious constraints on implementation of the plan is the limitations on enrollment and staff growth. We have not sufficiently geared up to staff training to our satisfaction, but there are provisions in the Affirmative Action Plan for staff development. One of the members of the Review Council has asked that a specific line item be identified in the budget for staff development affecting affirmative action.

Regarding Item 4c, I would regard budgetary constraints, lack of staff growth and the hiring freeze as being more critical than the pool of personnel. Chancellor Fryer has launched a number of minority recruitment programs resulting in appointments at the District staff level as well as College Administrators. I believe that if districts really work at the national, regional and state-wide levels, qualified minorities can be found.

I will let the minutes of the Council and the report respond to Item 5. The annual assessment of goals, for example, is an on-going responsibility of the staff.

In response to Item 6, there currently is a subcommittee of the Affirmative Action Review Council specifically evaluating each of the plans of the colleges. The subcommittee is under obligation to make specific recommendations for the modification of the District plans as well as developing recommendations for the improvement and effectiveness of the program. When these are received by the Council and submitted to the Board of Trustees for review and action, I will supply them to you. In general, under Item 6, I would state that the Affirmative Action Program is an on-going activity of the Peralta Community College District. Its periodic review by the internal Review Council is a serious commitment by the Board of Trustees and our Chancellor.

I am also enclosing a Peralta Colleges Bulletin which describes some of the activities of the Review Council.

Sincerely,

Paul A. Elsner
Vice Chancellor
Educational Services

PAE:mf

Enclosures

cc: Dr. Fryer

REPORT OF AD HOC COMMITTEE -- AFFIRMATIVE ACTION
PERALTA COMMUNITY COLLEGE DISTRICT

I. INTRODUCTION

At the June 19, 1972 meeting of the Board of Trustees, an ad hoc committee was formed to examine the affirmative action policies of the District and to meet with representatives from the P.R.E.P.A. organization. Two meetings with the P.R.E.P.A. organization took place: the first on Monday, June 26, with Mr. Miguel Angel, and a second meeting on Thursday, June 29, with other P.R.E.P.A. representatives, during which time a synthesis of forty-five specific demands from P.R.E.P.A. were condensed and presented as follows:

A. Distribute financial aids to Raza students in all Peralta Colleges in direct proportion to the Raza population (14%) in the District. This includes work-study programs, grants (private and federal), pilot programs, adult and evening education, and all community services projects similar to these. Recruitment of Raza to meet at least 14% Raza population in the District.

B. Hiring of Raza people on all levels (administrative, faculty, and classified staff) to meet Raza population parity in the District. Immediate tenure to all Raza personnel on all levels now employed.

C. Raza Community, Faculty and students participation in all committees specifically designed to fulfill above two demands must be a majority of Raza.

The ad hoc committee examined the demands and also revieved existing District affirmative action programs. While the Board agreed in general principle with the condensed demands, it was felt that not all elements in the above three demands could be specifically met. The most notable of those that could not be implemented were the granting of tenure to all Raza faculty, and the implementation of the demands retroactive to March 14, 1972.

II. CHARGES TO THE ADMINISTRATION

The ad hoc committee recommends that three charges be carried out by the administration:

A. That all 45 demands or allegations be thoroughly examined and/or investigated.

B. That the administration investigate specific personnel issues raised at ad hoc committee meetings and respond to the Board of Trustees in executive personnel session.

C. That the administration immediately set out to review Board Policy statements on affirmative action.

III. THE AD HOC COMMITTEE'S GUIDELINES FOR ESTABLISHING AN AFFIRMATIVE ACTION PROGRAM

The ad hoc committee recommends the following guidelines for the drafting of a more comprehensive affirmative action program:

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A. Definition

Affirmative action shall be interpreted to mean the aggressive and effective action on the part of all levels--colleges, departments, centers of the Peralta Community College District in the setting and examining of goals in the recruitment, hiring, promotion and retention of women and minority employees within the certificated and classified structure of the District.

B. Goals

The ad hoc committee recommends that goals be stated in both short- and long-term implementation schedules. It was further suggested that short-term goals be expressed in a two- or three-year period, and that long-term goals be expressed within a specific time frame.

C. Commitments to Quality Education

The ad hoc committee further recommends that a full commitment to the quality of the educational program be made, taking into account the multi-racial setting of the Peralta Community College District. In addition it was suggested that special provisions be built into the District's affirmative action plan that assures the district's commitment to acquire qualified or qualifiable potential employment in the district.

D. Departmental Level Involvement

The ad hoc committee further recommends that the affirmative action plan seriously take into account departmental level involvement and commitment, both at the various instructional level departments and areas defined by function such as maintenance, warehouse, etc.

E. Overall Coordination

An efficient mechanism for overall coordination between district staff and the colleges is further recommended as an essential guideline for the drafting of the District's affirmative action plan.

IV. IMPLEMENTATION

The ad hoc committee recommends the following action steps:

A. That affirmative action plan be developed for the District Office, the Colleges, and for all departments, and that these plans be reviewed annually for strengths and weaknesses in respect to the ethnic and sexual composition of the staff, the student body, and the other service functions of the colleges including financial aids.

B. That a districtwide committee for affirmative action be formed with specific authorizations to review, to make recommendations for corrective action and/or to recommend that the Chancellor or the Board of Trustees issue sanctions in respect to a department's performance. This committee is to be supplemented by the ad hoc committee of the Board with full

responsibility and authority for action.

C. That technical assistance or an appropriate staff member be provided which would assist with suggestions and technical resources; report status or progress reports at any given time; and to assist in the recruitment of minority and female candidates.

V. SUMMARY

The ad hoc committee proposes that these guidelines for implementation be referred to the Peralta Colleges Council for reactions and recommendations between now and the July 17 meeting of the Board of Trustees, and further recommends that this item be placed back on the Board agenda for consideration at that meeting.

The ad hoc committee wishes to make clear its commitment to have developed a comprehensive affirmative action plan for the District, but seeks to avoid unilaterally developing policy without benefit of the review and reactions through the internal processes of the District.

§ § §

Ad Hoc Committee:

Mr. Carl Dechow, Chairman
Dr. Curtis Aller
Mrs. Margaret Hayes

PAE:cm

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3.03 BASIC AFFIRMATIVE ACTION PLAN

1. It is the present intent of the Peralta District to reach the following proportional representation staffing goals at the end of a five-year period, commencing fall, 1973:

   a. Minority

(1)	Black	38.7%
(2)	Chicano*	7.9%
(3)	Asian	6.2%
(4)	Other (including Native American)	1.4%
	Total	54.2%

   b. Women 50.0%

   The rationale supporting establishment of these five-year goals is stated below.

   The staffing goals of the plan will be stated annually for each major racial and ethnic group and women for a five-year period, starting with the fall of 1973. Each year's goal will be incrementally stated in relationship to the five-year goal. Goals will be updated in July of each year, based on year-end performance and based on official indexes of the market's availability of professional staff by subject matter disciplines and general administrative categories, e.g. student personnel administrators, business managers, community services administrators, etc.

   A supplemental plan will be prepared prior to November 1, 1973, for the entire Peralta District to show yearly goals which progress toward the five-year goals. In addition, a supplemental plan will be prepared by each College and other administrative units prior to the above date; these plans will also show yearly goals which progress toward the five-year goals.

2. a. The above five-year goals reflect two pertinent populations of the Peralta District: (1) The general population (1970 census), and (2) the fall, 1972, pupil population in grades 7-12 in Peralta District schools. In deriving the goals, 40 percent weight was assigned to (1) above, and 60 percent weight was assigned to (2) above.

   b. The goal for women is tentative, pending further research and analysis.

   The present percentages reflected in 2-a. above, plus the resulting weighted goals are as follows:

*Includes people of Mexican and Latin American background.

(continued)

	Grades 7-12 Fall, 1972	General Population 1970 Census	Weighted %'s
White	38.2	57.2	45.8
Black	46.5	26.9	38.7
Chicano*	7.3	8.8	7.9
Asian	6.8	5.4	6.2
Other (including Native American)	1.2	1.7	1.4
	100.0	100.0	100.0

The above weighted percentage factors shall be tested annually against available market data supplied by the U.S. Office of Education and the Department of Labor Statistics by three categories: high availability of professional staff, medium availability of professional staff, low availability of professional staff. The availability factor should take into account national, regional, and local sources.

3. Categories for affirmative action hiring and annual reporting should be: (a) administrators, (b) faculty by division/department, and (c) classified staff.

4. This plan includes a commitment to obtain ethnic, racial, and sexual proportional representation in the part-time, hourly faculty, as well as a commitment to using this manpower source for recruiting full-time certificated personnel.

5. This plan also includes a commitment to obtain racial, ethnic, and sexual proportional representation in the part-time classified and student employment.

6. The District's Basic and Supplemental Plans and the Colleges' and other administrative units' plans will be reviewed annually, not later than November 1, and revised as necessary.

7. Assuming that the expansion and growth potential of the District within the next few years is limited, heavy emphasis must be placed upon turnover and attrition, as well as upon the limited number of new positions, as the bases for implementing the District's Affirmative Action program. All appointments will be heavily monitored by the District Director of Personnel in terms of their effect upon the District's Affirmative Action program.

8. In addition to national and regional recruitment efforts, the recruitment process will include regular contacts with those public agencies within the metropolitan Bay Area which have traditionally employed large numbers of minority professional and clerical staff. This will not only tap a pool of experienced minority talent, but will contribute to the upgrading of the minority labor force already working within the Bay Area.

*Includes people of Mexican and Latin American background.

(continued)

9. For purposes of insuring enforcement of the District's Affirmative Action Plan, a Review Council consisting of three community representatives, two college presidents, two members of the Board of Trustees two faculty members, two classified staff members, one student elected at large, and the Vice Chancellor shall meet at least twice annually to assess the progress of the Affirmative Action program. In addition, the Review Council shall also include in the above-designated membership, representative ethnic, racial, and sexual composition. The Review Council shall hear reports from the Director of Personnel and the respective college or unit heads to determine areas of progress, weakness, and/or deficiencies.

   The Review Council shall have the principal responsibility of monitoring the District's Affirmative Action program and shall have the power to recommend sanctions to the Chancellor, who will enforce the affirmative action policies of the District.

10. Recruitment and identification of minorities among exemplary universities and professional training centers across the nation will continue to be a source of staff hiring for the Peralta District. In addition, provisions for a staff development function will be made for identification of potential administrative talent among minorities for future classified and certificated leadership and management roles in the district. This staff development function shall be carried out initially by the Director of Personnel to be appointed by July 1, 1973, to work with the colleges and/or nearby universities and colleges for the development of potential staff leadership from within the colleges.

11. The District budget shall include a specific line item for the following support components of the District Affirmative Action program:

    a. Consultative and technical support

    b. The District Director of Personnel shall be provided adequate clerical support to carry out staff development functions.

    Each of the above elements should appear as a costed-out line item in the annual budget adopted by the Board of Trustees.

12. All Peralta employees, both certificatdd and classified, shall be informed of the plan by at least one general orientation on the campus and/or a series of follow-up orientations in smaller groups.

13. In any hiring or replacement of staff, the major portion (approximately 75%) of the positions to be filled shall meet the requirements of the District's Affirmative Action Plan.

14. All conditions in the document pertain to citizens of the United States and all recruitment and hiring is to be done with citizens of the United States or with those who have expressed an intent to become citizens.

Adopted by Board of Trustees, June 4, 1973

THE PERALTA COLLEGES
Office of the Vice Chancellor
Educational Services

MEMORANDUM TO RECORD

AFFIRMATIVE ACTION REVIEW COUNCIL - JANUARY 30, 1974

4:00 p.m., Board Room, District Office

Present: *Dr. Don Godbold, Merritt
*Ms. Margaret Amoureux, North Peralta
*Ms. Juanita Barnes, Community Representative
*Mr. Greg Vasquez, East Bay Skills Center
*Mrs. Flora Luster, Laney
*Mrs. Jeannette Louie, Laney
*Mr. John C. Anderson, Jr., Board of Trustees
*Dr. Paul L. Holmes, College of Alameda
*Mrs. Connie Ormond, Board of Trustees
*Mrs. Helen Steinmetz, College of Alameda
Mrs. Bev Mitchell, District Office
Mr. Dick Hooker, Laney
Mr. Carl Mack, North Peralta
Mr. Clinton Hilliard, Staff - District Office
Dr. Paul Elsner, Chairman - District Office
Chancellor Thomas W. Fryer, Jr.

* Members

Dr. Fryer welcomed the Council members, reviewed the charge to the Council and emphasized the District's commitment to implementing the adopted Affirmative Action Plan, even though it would be a difficult task. He thanked the members for their willingness to serve on the Review Council and turned the meeting over to the Chairman, Dr. Elsner.

Dr. Elsner advised the Council that two additional community representatives were needed for the Council and asked for any recommendations. He said a student representative, elected at large, still needed to be selected. In reviewing the background of the Affirmative Action Plan, he indicated an Ad Hoc Committee of the Board, Dr. Aller and Mr. Dechow, had set the initial policy framework and outside agencies had been called upon as resource people in developing the Plan. He said there were three basic points to be followed: (1) Future intentions were to be stated in goals, not quotas, to be checked annually, and once goals are set develop whatever resources et al necessary to attain them. (2) Goals should be set in accordance with what is taking place in the community and grades 7-12 school population. (3) Develop plans for minority recruitment, staff development, inservice training, etc., work with nearby universities and colleges in their leadership programs, appoint minorities to committees, selection groups, etc. He pointed up that the budgetary aspects in implementing the Plan must be taken into consideration for the 1974-75 budget.

Speaking to the organization and procedures for the Review Council for the 1973-74 year, Dr. Elsner noted that the plan called for semi-annual meetings. He indicated he would like to have that schedule adhered to if possible. Discussion

ensued. Mrs. Ormond suggested that up-to-date statistics regarding student population, staff, etc. would facilitate the work of the Council. Other members concurred. Mr. Anderson observed that quarterly meetings at least for the 1973-74 year would enhance the relationship of the Council members, as well as assist the Council in accomplishing its task. In reply to a query from Dr. Godbold, Dr. Elsner indicated that the District Plan was a broad statement of the goals and each unit of the District, i.e. each college, the District Office, is responsible for complying with the Plan. Further, one unit cannot balance out another unit and within the colleges, one department and/or division cannot balance out another. Mr. Anderson observed that the Board of Trustees was aware that implementing the Plan would cost the District money. In response to a query as to how women members would be counted, Mr. Hilliard indicated that a black woman would be counted both as a "Black" and as a "Woman". He went on to say that in instances where only two or three persons were involved in a department achievement of the goal for balance would be impossible. Mrs. Ormond cautioned that in studying the goal of fifty percent women, individual categories, i.e. instructors, administrators, etc., would need to be considered. She cited the example that some subject areas are poorly represented with women, such as vocational areas, i.e. welding, automotive, etc. It was agreed that the next meeting of the Council would be scheduled for Wednesday, March 27, 1974, commencing at 4:00 p.m. in the Board Room of the District Office. Dr. Elsner indicated that in the interest of continuity, alternates should not be used unless absolutely necessary.

At the request of the Chairman, Mr. Hilliard called upon Dr. Holmes to review the Affirmative Action Plan submitted by the College of Alameda. Dr. Holmes reviewed Alameda's plan and pointed up that the plan included part-time hourly faculty, classified staff and all other segments of the college and had been prepared by a task force at the college and reviewed by all segments of the college. He emphasized the need for fiscal support from the District to fully implement the plan. He suggested that serious consideration be given to an early retirement incentive as one avenue for accomplishing the goals of all of the District. He pointed up that aggressive minority recruitment was more costly and that it would be desirable to have a person assigned specfically to this task.

Referring to the matter of early retirement incentive, Mrs. Ormond requested that the ages of the Caucasian males (an area of excess population) be made available to the Council members. Mr. Hilliard agreed to have the information available on or before the next meeting.

In reply to a request for uniformity in terminology, i.e. Chicano vs. Latino, Mr. Anderson said the Board had taken care of this matter by adding the asterisk to "Chicano" in the Plan.

Mr. Hilliard advised that Feather River College had not submitted a plan, per se, since its population make-up was entirely different than that of the Bay Area units of the District. Mr. Anderson requested that a FRC representative be present to address the matter at the next meeting of the Council.

Referring to Laney College, Mr. Hilliard indicated the College had submitted a plan as well as a comprehensive staffing profile and called upon Mrs. Luster to address the plan. Mrs. Luster advised that Fall, 1973 figures had been used in the Laney Plan. She reviewed the staffing profile and Mr. Anderson requested that the part-time staff be incorporated into Table III. Mrs. Luster agreed to comply with his request. She observed that intra-district transfers might be used to meet some of the goals.

Speaking to Merritt's Plan, Dr. Godbold indicated it had been submitted by a College Affirmative Action Committee and reviewed by the Merritt administrative staff prior to submittal to the District Office. He said that the Committee had also recommended that an Affirmative Action Officer be appointed to work with the colleges in implementing the Affirmative Action Plan; that currently hourly faculty be given priority for full-time positions; and that the area of administration be given particular attention. He said he hoped to retain the Committee as a standing college committee.

Dr. Godbold advised that he would like to amplify Mr. Mack's earlier observation that the matter of reduction in staff be carefully scrutinized--if by seniority only, the Affirmative Action Plan could not possibly be adhered to in the event of a lay-off. The Council members agreed that the subject matter was one for serious consideration.

Mr. Mack indicated that the report provided the Council members for North Peralta was not current. Dr. Elsner requested that Mr. Mack make the up-dated report available to Mr. Hilliard in order that it could be mailed to members prior to the next meeting. Mr. Mack observed that North Peralta had essentially reached its five-year goals.

Regarding the East Bay Skills Center, Dr. Elsner said Mr. Dabney, Director, had requested an opportunity to review the Plans submitted by the colleges in order that the Skills Center could submit a Plan conforming to the format of those submitted by the other units of the District.

Speaking to the District Office goals and plan, Dr. Elsner said a great deal will need to be accomplished. He advised that the District Office was utilizing aggressive minority recruiting for major positions when they become vacant. Ms. Amoureux suggested advising Black universities and colleges of vacancies and indicated she was compiling such a list. Dr. Godbold stressed the importance of having a specific contact person at such colleges rather than just the placement centers. Ms. Amoureux agreed to supply Mr. Hilliard with a copy of her list.

Mr. Hilliard announced that he had recently attended a conference regarding guidelines for evaluating selection systems. He said that a state agency would be conducting a survey to ensure that personnel departments were conforming to federal regulations. He indicated he intended to recommend that Peralta participate in the forthcoming clerical study.

Dr. Elsner thanked the Council members for their time and interest and especially thanked Ms. Juanita Barnes for representing the Community. Dr. Elsner indicated that he anticipated that two community members and a student would be added soon. Mr. Anderson indicated he hoped the three additional members would be seated at the next meeting of the Review Council.

The meeting was adjourned at 6:05 p.m.

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UNIVERSITY OF CALIF.
LOS ANGELES
1975
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INFORMATION

APPENDIX J

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
ALLAN HANCOCK	Full-time enrollment	1,809	20.6	1.3	4.0	3.2	-	12.1	79.4
	Total enrollment	3,655	21.9	2.1	4.5	3.5	-	11.9	78.1
	Voc. Educ. students	2,151	18.9	.3	2.0	4.2	1.2	11.2	81.1
	Apprenticeship students	90	22.2	-	-	-	-	22.2	77.8
	K-12 composition	31,203	23.8	.4	1.6	3.9	1.0	16.9	76.2
ANTELOPE VALLEY	Full-time enrollment	1,240	8.8	.2	.3	3.5	.5	4.4	91.2
	Total enrollment	4,068	11.7	.3	.5	4.2	.5	6.2	88.3
	Voc. Educ. students	3,316	10.3	.3	.5	4.3	.4	4.8	89.7
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	25,499	21.0	.4	2.7	3.1	.5	14.3	79.0
BARSTOW	Full-time enrollment	494	30.0	1.2	1.8	10.1	2.6	14.2	70.0
	Total enrollment	1,492	27.6	1.0	1.3	7.7	2.0	15.5	72.4
	Voc. Educ. students	652	27.3	1.4	1.2	8.3	1.1	15.3	72.7
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	9,675	33.5	2.6	1.2	6.3	.3	23.2	66.5
BUTTE	Full-time enrollment	2,152	7.9	2.2	.9	1.3	-	3.6	92.1
	Total enrollment	4,170	7.9	2.2	.9	1.3	-	3.6	92.1
	Voc. Educ. students	1,585	7.9	2.1	.9	1.3	-	3.6	92.1
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	23,116	9.0	1.3	.6	2.0	.3	4.8	91.0
CABRILLO	Full-time enrollment	2,818	10.5	.7	2.7	.6	1.1	5.4	89.5
	Total enrollment	6,829	9.3	.7	2.1	.9	.9	4.7	90.7
	Voc. Educ. students	1,715	9.5	.7	2.6	.9	-	5.3	90.5
	Apprenticeship students	130	8.5	2.3	-	.8	-	5.4	91.5
	K-12 composition	29,023	21.0	.4	2.0	.9	.8	17.0	79.0
CERRITOS	Full-time enrollment	12,715	16.7	.8	1.7	.8	1.1	12.3	83.3
	Total enrollment	18,008	16.6	.7	1.8	.8	1.1	12.1	83.4
	Voc. Educ. students	8,575	16.0	.6	1.8	.9	.8	11.9	84.0
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	79,319	20.1	.4	1.1	.3	.6	17.9	79.9
CHAFFEY	Full-time enrollment	674	18.8	-	.7	4.0	.1	13.9	81.2
	Total enrollment	1,726	17.6	.1	.6	3.7	.6	12.6	82.4
	Voc. Educ. students	3,571	15.5	.3	.8	2.5	.7	11.2	84.5
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	61,066	21.4	.2	.4	2.2	.2	18.5	78.6
CITRUS	Full-time enrollment	3,262	13.4	.7	1.2	2.3	2.7	6.5	86.6
	Total enrollment	8,150	14.4	.8	1.0	2.1	3.0	7.4	85.6
	Voc. Educ. students	-	-	-	-	-	-	-	-
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	40,035	21.6	.2	.7	5.9	.5	14.2	78.4
COACHELLA VALLEY	Full-time enrollment	1,438	25.2	.1	1.3	4.1	.4	19.3	74.8
	Total enrollment	5,239	21.0	.3	1.1	3.3	.2	16.1	79.0
	Voc. Educ. students	1,912	37.1	.7	1.5	3.9	3.8	27.2	62.9
	Apprenticeship students	107	20.6	2.8	.9	-	-	16.8	79.4
	K-12 composition	25,264	38.5	.6	.8	4.5	.6	32.1	61.5
COAST	Full-time enrollment	8,227	7.5	.7	1.5	.3	1.8	3.1	92.5
	Total enrollment	32,453	7.5	.7	1.5	.3	1.8	3.1	92.5
	Voc. Educ. students	11,564	7.5	.6	1.5	.3	1.8	3.1	92.5
	Apprenticeship students	606	10.1	-	.3	.5	-	9.2	89.9
	K-12 composition	87,321	7.0	.2	1.3	.1	.5	4.9	93.0

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APPENDIX J

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification (contd)

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
COMPTON	Full-time enrollment	2,408	88.2	.4	11.4	66.0	3.4	7.0	11.8
	Total enrollment	6,588	84.0	.3	5.4	66.0	5.3	7.0	16.0
	Voc. Educ. students	2,234	84.0	.7	3.0	65.9	7.4	7.0	16.0
	Apprenticeship students	39	23.1	-	-	17.9	-	5.1	76.9
	K-12 composition	57,379	75.2	.3	.3	59.4	.5	14.7	24.8
CONTRA COSTA	Full-time enrollment	8,443	20.5	.8	2.1	11.3	1.2	5.1	79.5
	Total enrollment	22,507	18.4	.8	1.7	10.0	1.1	4.9	81.6
	Voc. Educ. students	6,668	11.2	.8	1.6	2.4	1.0	5.5	88.8
	Apprenticeship students	578	12.6	.3	-	7.3	.5	4.5	87.4
	K-12 composition	142,486	17.9	.2	1.5	9.7	.8	5.7	82.1
EL CAMINO	Full-time enrollment	7,107	14.4	.9	3.2	4.2	2.7	3.4	85.6
	Total enrollment	22,483	15.8	1.1	3.3	4.8	2.9	3.7	84.2
	Voc. Educ. students	12,481	11.4	1.6	1.0	3.0	2.8	2.9	88.6
	Apprenticeship students	33	36.4	-	18.2	-	-	18.2	63.6
	K-12 composition	94,062	18.2	.4	2.4	5.1	.8	9.4	81.8
FOOTHILL	Full-time enrollment	6,993	14.9	1.2	3.6	3.9	2.0	4.2	85.1
	Total enrollment	21,495	13.0	1.3	3.2	2.9	1.8	3.9	87.0
	Voc. Educ. students	3,257	16.0	1.6	4.1	2.9	1.9	5.5	84.0
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	76,377	13.1	.3	3.2	1.6	1.1	7.0	86.9
FREMONT NEWARK	Full-time enrollment	1,165	16.1	.9	2.6	1.6	2.1	8.9	83.9
	Total enrollment	4,159	15.0	.9	2.2	1.3	2.3	8.3	85.0
	Voc. Educ. students	1,481	15.2	.9	2.2	1.3	2.2	8.6	84.8
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	41,952	15.9	.2	1.5	.8	1.6	11.8	84.1
GAVILAN	Full-time enrollment	729	41.3	1.2	5.9	1.6	2.1	30.5	58.7
	Total enrollment	1,867	39.2	.8	4.3	1.6	2.4	30.1	60.8
	Voc. Educ. students	766	48.3	1.4	4.0	2.3	1.6	38.9	51.7
	Apprenticeship students	56	32.1	1.8	3.6	-	5.4	21.4	67.9
	K-12 composition	15,009	50.5	.2	2.0	.2	.6	47.6	49.5
GLENDALE	Full-time enrollment	2,314	10.5	.6	2.2	.3	1.6	5.8	89.5
	Total enrollment	6,382	13.2	.6	3.3	.3	3.2	5.8	86.8
	Voc. Educ. students	2,904	13.5	.4	2.3	.3	3.5	6.9	86.5
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	24,494	12.1	.2	.9	.0	.5	10.4	87.9
GROSSMONT	Full-time enrollment	4,665	6.1	.7	.5	.8	.8	3.2	93.9
	Total enrollment	13,275	5.7	.7	.4	.7	.7	3.3	94.3
	Voc. Educ. students	-	-	-	-	-	-	-	-
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	42,567	8.4	.4	.5	.6	.6	6.2	91.6
HARTNELL	Full-time enrollment	995	26.3	.9	3.0	2.5	5.9	14.0	73.7
	Total enrollment	2,791	31.4	1.4	4.2	2.4	6.3	17.1	68.6
	Voc. Educ. students	1,315	27.6	1.3	2.4	1.7	8.4	13.8	72.4
	Apprenticeship students	161	13.7	-	.6	-	-	13.0	86.3
	K-12 composition	29,625	42.1	.2	1.6	1.2	3.7	35.4	57.9
IMPERIAL	Full-time enrollment	1,352	54.8	1.0	2.5	3.6	5.7	42.0	45.2
	Total enrollment	2,891	48.8	1.3	1.7	3.5	6.9	35.3	51.2
	Voc. Educ. students	3,320	48.0	1.0	1.8	3.3	2.6	39.3	52.0
	Apprenticeship students	66	59.1	1.5	-	1.5	4.5	51.5	40.9
	K-12 composition	22,919	59.6	1.4	1.0	3.3	1.3	52.7	40.4

APPENDIX J

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification (contd)

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
KERN	Full-time enrollment	5,105	21.1	.1	1.3	5.4	.2	14.0	78.9
	Total enrollment	14,095	17.0	.3	.8	4.4	.2	11.3	83.0
	Voc. Educ. students	2,300	19.0	.2	.7	5.6	.2	12.5	81.0
	Apprenticeship students	234	15.0	1.3	-	3.0	-	10.7	85.0
	K-12 composition	97,963	30.7	.6	.6	6.3	.8	22.3	69.3
LASSEN	Full-time enrollment	765	12.3	1.8	2.4	2.9	1.2	4.1	87.7
	Total enrollment	1,677	8.0	.9	1.3	2.1	.5	3.2	92.0
	Voc. Educ. students	372	10.2	2.7	1.6	3.5	-	2.4	89.8
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	2,215	11.0	2.9	.7	2.4	.5	4.6	89.0
LONG BEACH	Full-time enrollment	5,244	15.9	2.1	1.8	5.3	2.4	4.3	84.1
	Total enrollment	23,518	17.1	1.6	1.6	6.2	2.3	5.4	82.9
	Voc. Educ. students	-	-	-	-	-	-	-	-
	Apprenticeship students	1,166	21.0	-	1.1	9.8	.7	9.4	79.0
	K-12 composition	66,607	20.0	.2	1.6	9.9	1.6	6.7	80.0
LOS ANGELES	Full-time enrollment	35,980	43.3	.7	5.6	19.6	1.5	15.9	56.7
	Total enrollment	101,673	43.8	.7	5.6	19.5	1.5	16.4	56.2
	Voc. Educ. students	34,600	38.9	.8	4.7	17.3	1.4	14.5	61.1
	Apprenticeship students	1,716	31.1	.4	2.0	10.3	.3	18.1	68.9
	K-12 composition	736,528	49.4	.2	2.6	21.3	1.1	23.1	50.6
LOS RIOS	Full-time enrollment	17,802	21.8	1.1	6.0	7.0	2.5	5.2	78.2
	Total enrollment	29,027	22.5	1.0	5.6	7.6	2.7	5.6	77.5
	Voc. Educ. students	17,201	17.8	1.0	2.6	7.6	1.9	4.8	82.2
	Apprenticeship students	155	14.8	2.6	1.3	5.2	-	5.8	85.2
	K-12 composition	178,779	20.2	.4	3.2	7.6	.9	8.1	79.8
MARIN	Full-time enrollment	3,714	6.8	.3	2.0	2.8	-	1.8	93.2
	Total enrollment	7,587	6.5	.5	1.4	2.7	-	1.8	93.5
	Voc. Educ. students	2,797	9.7	.3	2.3	3.1	.4	3.6	90.3
	Apprenticeship students	331	7.3	.9	.3	1.8	.3	3.9	92.7
	K-12 composition	44,516	7.2	.2	1.5	2.8	.6	2.1	92.8
MERCED	Full-time enrollment	1,965	27.1	1.1	1.9	8.1	2.6	13.4	73.0
	Total enrollment	5,643	24.7	1.1	1.1	7.0	2.3	13.2	75.3
	Voc. Educ. students	1,442	23.2	1.5	1.0	6.7	2.4	11.6	76.8
	Apprenticeship students	25	24.0	-	4.0	-	-	20.0	76.0
	K-12 composition	22,776	32.1	.3	1.2	6.8	.9	22.8	67.9
MONTEREY PENINSULA	Full-time enrollment	2,525	31.1	1.3	5.7	11.6	7.3	5.3	68.9
	Total enrollment	5,627	25.6	.9	4.7	10.2	5.8	4.0	74.4
	Voc. Educ. students	4,458	21.5	.7	4.1	8.6	4.5	3.7	78.5
	Apprenticeship students	84	17.9	-	3.6	6.0	-	8.3	82.1
	K-12 composition	25,126	28.4	.1	5.1	13.2	4.0	6.0	71.6
MOUNT SAN ANTONIO	Full-time enrollment	6,160	28.9	1.0	1.9	5.0	6.8	14.3	71.1
	Total enrollment	15,574	23.9	.8	1.1	4.4	5.4	12.1	76.1
	Voc. Educ. students	8,806	17.9	.3	.7	2.2	4.0	10.7	82.1
	Apprenticeship students	164	15.2	1.2	-	1.8	-	12.2	84.8
	K-12 composition	139,516	28.4	.2	.8	5.0	.6	21.8	71.6
MOUNT SAN JACINTO	Full-time enrollment	480	32.3	1.7	4.6	10.4	-	15.6	67.7
	Total enrollment	1,739	13.2	.5	1.3	2.9	-	8.6	86.8
	Voc. Educ. students	1,096	13.4	.8	1.2	2.9	-	8.5	86.6
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	12,819	25.2	.6	.3	4.8	.1	17.5	74.8

APPENDIX J

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification (contd)

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
NAPA	Full-time enrollment	1,678	7.6	.8	1.8	2.4	-	2.6	92.4
	Total enrollment	4,165	6.2	.6	1.2	2.1	-	2.3	93.8
	Voc. Educ. students	2,720	9.6	.3	2.1	1.0	1.0	5.3	90.4
	Apprenticeship students	125	5.6	-	.8	.8	-	4.0	94.4
	K-12 composition	30,663	16.1	.5	1.7	4.0	1.7	8.2	83.9
NORTH ORANGE	Full-time enrollment	9,572	9.4	.7	1.2	.3	2.5	4.9	90.6
	Total enrollment	40,808	11.9	.5	1.5	.3	1.4	8.2	88.1
	Voc. Educ. students	8,649	11.7	.2	1.5	.3	.5	9.2	88.3
	Apprenticeship students	574	11.7	.3	1.0	1.2	-	9.1	88.3
	K-12 composition	117,759	15.2	.3	1.7	.4	.3	12.6	84.8
OCEANSIDE CARLSBAD	Full-time enrollment	1,012	14.0	1.0	3.1	4.1	.9	5.0	86.0
	Total enrollment	2,992	14.0	1.0	3.0	4.0	1.0	5.0	86.0
	Voc. Educ. students	748	13.9	.9	2.8	4.0	.9	5.2	86.1
	Apprenticeship students	23	17.4	-	-	4.3	-	13.0	82.6
	K-12 composition	13,756	28.0	.2	2.7	6.0	2.4	16.6	72.0
PALO VERDE	Full-time enrollment	225	54.7	5.8	1.3	17.8	7.1	22.7	45.3
	Total enrollment	547	37.1	2.7	.5	12.4	3.3	18.1	62.9
	Voc. Educ. students	181	31.5	5.5	.6	6.6	1.7	17.1	68.5
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	4,064	38.7	.5	.2	8.7	0	29.3	61.3
PALOMAR	Full-time enrollment	2,860	10.9	2.0	1.2	1.0	.5	6.3	89.1
	Total enrollment	7,074	9.5	1.5	1.0	.7	.5	5.9	90.5
	Voc. Educ. students	3,499	8.9	1.4	.8	.5	.6	5.6	91.1
	Apprenticeship students	210	15.2	1.4	1.0	-	-	12.9	84.8
	K-12 composition	36,312	15.2	.8	1.2	.5	.5	12.2	84.8
PASADENA	Full-time enrollment	6,289	24.5	.5	3.4	12.8	.9	7.0	75.5
	Total enrollment	15,393	23.5	.4	3.1	11.0	.9	8.0	76.5
	Voc. Educ. students	4,315	26.0	.4	2.6	12.6	.8	9.5	74.0
	Apprenticeship students	94	21.3	-	1.1	5.3	-	14.9	78.7
	K-12 composition	54,634	27.9	.2	2.1	18.0	.6	7.0	72.1
PERALTA	Full-time enrollment	13,053	52.2	1.5	7.0	38.6	.5	4.7	47.8
	Total enrollment	28,718	51.9	1.4	6.4	38.4	.7	5.0	48.1
	Voc. Educ. students	11,606	48.3	1.9	6.3	32.1	1.1	7.0	51.7
	Apprenticeship students	1,040	32.6	1.8	3.0	13.6	1.5	12.7	67.4
	K-12 composition	148,801	49.9	.4	4.1	36.7	1.4	7.3	50.1
RANCHO SANTIAGO	Full-time enrollment	3,583	18.1	.8	.9	4.2	.8	11.5	81.9
	Total enrollment	14,975	18.9	.8	1.1	3.2	.5	13.4	81.1
	Voc. Educ. students	8,713	14.8	.7	.8	3.0	.5	9.8	85.2
	Apprenticeship students	751	14.5	1.6	.3	.3	.5	11.9	85.5
	K-12 composition	55,876	28.1	.2	.9	4.6	.5	21.8	71.9
REDWOOD	Full-time enrollment	1,691	11.0	5.8	.5	.5	2.6	1.7	89.0
	Total enrollment	4,007	11.3	6.0	.2	.6	3.0	1.4	88.7
	Voc. Educ. students	1,619	13.2	7.3	.4	.5	3.2	1.8	86.8
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	24,205	8.2	5.0	.3	.4	.3	2.3	91.8
RIO HONDO	Full-time enrollment	4,190	28.9	2.0	1.2	.2	-	25.5	71.1
	Total enrollment	11,555	28.4	2.0	1.2	.4	-	24.8	71.6
	Voc. Educ. students	5,415	28.2	2.2	1.2	.4	-	24.4	71.8
	Apprenticeship students	580	19.8	.9	.2	1.9	-	16.9	80.2
	K-12 composition	57,149	39.9	75	.8	.1	.2	38.5	60.1

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification (contd)

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
RIVERSIDE	Full-time enrollment	3,422	24.5	2.2	.9	7.7	7.0	6.8	75.5
	Total enrollment	5,856	25.2	1.9	.8	8.1	7.1	7.3	74.8
	Voc. Educ. students	2,440	20.4	1.5	.6	6.5	4.4	7.5	79.6
	Apprenticeship students	72	16.7	-	-	2.8	5.6	8.3	83.3
	K-12 composition	50,339	22.4	.4	.9	7.8	.4	13.0	77.6
SADDLEBACK	Full-time enrollment	1,767	4.7	.7	.6	.3	.8	2.4	95.3
	Total enrollment	4,042	4.8	.7	.6	.4	.5	2.5	95.2
	Voc. Educ. students	969	5.5	.1	.8	-	-	4.5	94.5
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	40,645	6.3	.2	.9	.5	.4	4.4	93.7
SAN BERNARDINO	Full-time enrollment	4,156	18.9	.4	.6	6.5	.1	11.2	81.1
	Total enrollment	14,955	18.9	.5	.7	6.3	.1	11.2	81.1
	Voc. Educ. students	6,694	23.8	.5	.7	6.6	3.1	13.0	76.2
	Apprenticeship students	153	15.0	-	-	2.6	2.6	9.8	85.0
	K-12 composition	83,535	29.7	.4	.5	8.5	.2	20.1	70.3
SAN DIEGO	Full-time enrollment	7,259	17.8	.2	1.0	7.9	.8	7.9	82.2
	Total enrollment	26,713	16.5	.1	1.0	7.9	.8	6.7	83.5
	Voc. Educ. students	13,117	17.3	.2	1.1	8.4	1.0	6.7	82.7
	Apprenticeship students	2,141	11.9	-	.3	4.0	.3	7.3	88.1
	K-12 composition	127,255	26.7	.2	1.5	12.7	1.8	10.5	73.3
SAN FRANCISCO	Full-time enrollment	13,295	62.2	.7	27.6	13.3	8.8	11.9	37.8
	Total enrollment	44,900	53.2	.7	20.4	13.7	5.8	12.6	46.8
	Voc. Educ. students	13,481	51.6	1.1	17.1	15.7	4.5	13.3	48.4
	Apprenticeship students	2,281	34.9	2.6	6.4	15.6	1.1	9.3	65.1
	K-12 composition	82,694	68.0	.3	15.8	30.0	8.0	13.8	32.0
SAN JOAQUIN DELTA	Full-time enrollment	5,229	35.3	.6	6.7	8.6	5.2	14.1	64.7
	Total enrollment	12,500	30.4	.9	5.8	7.3	4.4	12.1	69.6
	Voc. Educ. students	15,373	28.0	1.0	4.9	6.9	2.3	12.9	72.0
	Apprenticeship students	436	16.5	2.1	2.3	3.9	-	8.3	83.5
	K-12 composition	70,161	30.7	.3	2.6	7.0	2.5	18.3	69.3
SAN JOSE	Full-time enrollment	4,405	24.8	1.0	2.2	4.7	.9	16.0	75.2
	Total enrollment	14,995	20.0	1.1	2.0	3.3	.8	12.8	80.0
	Voc. Educ. students	1,938	25.0	.8	2.4	3.5	.8	17.5	75.0
	Apprenticeship students	1,549	11.7	1.4	.6	.9	.4	8.5	88.3
	K-12 composition	109,766	36.1	.3	2.1	4.8	.9	28.0	63.9
SAN LUIS OBISPO	Full-time enrollment	1,279	12.4	.4	1.3	1.7	1.3	7.7	87.6
	Total enrollment	3,665	8.9	.2	.7	1.0	.8	6.2	91.1
	Voc. Educ. students	2,488	8.7	.1	.8	.6	.6	6.5	91.3
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	21,586	15.0	.2	1.3	1.6	.6	11.3	85.0
SAN MATEO	Full-time enrollment	8,857	17.6	.4	4.1	5.3	3.1	4.7	82.4
	Total enrollment	25,899	15.9	.3	3.1	4.7	3.4	4.4	84.1
	Voc. Educ. students	3,234	17.4	.3	5.1	4.1	3.6	4.3	82.6
	Apprenticeship students	354	15.5	.8	1.1	6.8	-	6.8	84.5
	K-12 composition	117,381	21.4	.3	2.8	7.7	2.0	8.7	78.6
SANTA BARBARA	Full-time enrollment	3,304	26.4	1.2	1.7	3.8	-	19.7	73.6
	Total enrollment	6,625	17.4	.8	1.6	2.9	-	12.2	82.6
	Voc. Educ. students	1,834	15.4	.1	1.0	2.1	.1	12.2	84.6
	Apprenticeship students	163	11.7	.6	.6	2.5	-	8.0	88.3
	K-12 composition	29,127	26.0	.2	1.2	2.7	.5	21.4	74.0

APPENDIX J

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification (contd)

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
SANTA CLARITA	Full-time enrollment	732	11.1	1.6	1.5	4.2	-	3.7	88.9
	Total enrollment	1,887	8.8	1.4	.7	2.8	-	3.9	91.2
	Voc. Educ. students	-	-	-	-	-	-	-	-
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	15,691	7.4	.1	.3	.8	.2	6.0	92.6
SANTA MONICA	Full-time enrollment	6,191	10.6	.4	3.2	2.3	2.0	2.7	89.4
	Total enrollment	12,655	13.3	.5	3.1	3.6	2.2	1.8	86.7
	Voc. Educ. students	4,405	20.2	1.8	5.0	3.6	1.4	8.4	79.8
	Apprenticeship students	129	17.1	-	2.3	3.9	-	10.9	82.9
	K-12 composition	13,105	24.8	.3	2.0	7.9	.8	13.9	75.2
SEQUOIAS	Full-time enrollment	2,577	31.1	.7	2.9	2.9	7.1	17.5	68.9
	Total enrollment	3,221	29.7	.6	2.6	2.8	7.1	16.5	70.3
	Voc. Educ. students	907	32.7	.8	1.2	3.9	6.7	20.2	67.3
	Apprenticeship students	26	19.2	-	3.8	3.8	-	11.5	80.8
	K-12 composition	43,656	36.0	.2	.8	3.6	.9	30.4	64.0
SHASTA-TEHAMA-TRINITY	Full-time enrollment	2,670	4.7	1.8	.6	.7	-	1.5	95.3
	Total enrollment	7,460	4.1	1.2	.5	.7	-	1.7	95.9
	Voc. Educ. students	-	-	-	-	-	-	-	-
	Apprenticeship students	69	21.7	13.0	-	2.9	1.4	4.3	78.3
	K-12 composition	32,792	5.8	2.4	.2	.6	.2	2.4	94.2
SIERRA	Full-time enrollment	2,898	5.3	.8	1.1	.3	-	3.1	94.7
	Total enrollment	4,772	6.1	.8	1.6	.4	-	3.3	93.9
	Voc. Educ. students	1,788	5.4	.5	1.7	.1	-	3.1	94.6
	Apprenticeship students	121	2.5	-	-	-	-	2.5	97.5
	K-12 composition	28,441	9.0	.6	1.2	.7	.2	6.3	91.0
SISKIYOU	Full-time enrollment	625	9.3	1.4	2.7	2.9	1.0	1.3	90.7
	Total enrollment	2,194	6.1	.8	1.6	.4	-	3.3	93.9
	Voc. Educ. students	-	-	-	-	-	-	-	-
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	8,163	10.3	4.6	.5	1.7	.1	3.4	89.7
SOLANO	Full-time enrollment	2,419	31.3	.7	4.3	11.7	11.8	2.9	68.7
	Total enrollment	6,448	25.6	.6	3.6	10.7	7.8	2.9	74.4
	Voc. Educ. students	3,901	18.0	.6	3.1	10.2	.9	3.1	82.0
	Apprenticeship students	420	14.0	.2	1.7	5.2	2.9	4.0	86.0
	K-12 composition	49,040	25.6	.3	1.9	12.7	2.7	7.9	74.4
SONOMA	Full-time enrollment	4,321	9.6	1.9	1.4	1.8	1.3	3.3	90.4
	Total enrollment	11,028	7.2	1.2	1.0	1.1	1.4	2.5	92.8
	Voc. Educ. students	1,871	7.0	.5	1.5	1.0	.5	3.5	93.0
	Apprenticeship students	223	6.3	-	-	2.7	.4	3.1	93.7
	K-12 composition	26,893	11.5	1.1	1.1	.8	.6	7.8	88.5
SOUTH COUNTY	Full-time enrollment	4,710	21.1	.4	4.1	3.6	5.5	7.6	78.7
	Total enrollment	12,740	18.7	.4	3.0	4.0	5.3	6.0	81.3
	Voc. Educ. students	6,011	19.0	.4	2.9	4.3	5.7	5.7	81.0
	Apprenticeship students	11	9.1	-	-	-	-	9.1	90.9
	K-12 composition	85,018	16.9	.4	1.8	1.9	1.2	11.5	83.1
STATE CENTER	Full-time enrollment	6,797	30.5	.5	4.9	5.7	1.0	18.4	69.5
	Total enrollment	16,454	27.6	.7	3.2	5.7	.8	17.1	72.4
	Voc. Educ. students	4,967	30.2	.6	3.5	5.6	1.1	19.5	68.8
	Apprenticeship students	450	28.0	2.2	.2	4.7	6.7	14.2	72.0
	K-12 composition	118,622	39.8	.5	1.9	6.4	.7	30.2	60.2

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Table 1. Fall 1972 District Data by Student Category and Racial and Ethnic Classification (contd)

District and category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
SWEETWATER	Full-time enrollment	3,006	23.3	.5	1.0	1.9	4.7	15.2	76.7
	Total enrollment	6,188	20.9	.3	.7	2.2	4.4	13.2	79.1
	Voc. Educ. students	4,394	21.9	.3	.7	2.9	4.7	13.2	78.1
	Apprenticeship students	153	26.8	-	2.0	1.3	-	23.5	73.2
	K-12 composition	50,959	32.7	.2	1.3	1.6	4.5	25.0	67.3
V NTURA	Full-time enrollment	6,140	22.6	1.7	2.2	2.9	2.4	13.3	77.4
	Total enrollment	16,789	18.2	2.0	1.7	2.5	2.0	9.9	81.8
	Voc. Educ. students	5,193	20.3	1.6	1.6	2.9	1.5	12.7	79.7
	Apprenticeship students	452	19.5	.4	.4	3.3	.2	15.0	80.5
	K-12 composition	110,915	21.4	.2	1.1	2.0	.7	17.4	78.6
VICTOR VALLEY	Full-time enrollment	611	13.7	.5	.5	5.4	.7	6.7	86.3
	Total enrollment	2,255	13.2	.2	.9	4.7	1.0	6.3	86.8
	Voc. Educ. students	804	14.9	-	1.0	5.6	1.0	7.2	85.1
	Apprenticeship students	26	7.1	3.6	-	-	-	3.6	92.9
	K-12 composition	11,736	17.9	.4	1.0	7.1	.4	9.0	82.1
WEST HILLS	Full-time enrollment	659	26.6	.2	1.2	6.5	1.5	17.1	73.4
	Total enrollment	681	27.3	.3	1.2	6.8	1.6	17.5	72.7
	Voc. Educ. students	338	26.3	.6	.3	5.6	1.2	18.6	73.7
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	17,989	40.7	.4	.8	5.2	.9	33.5	59.3
WEST KERN	Full-time enrollment	323	13.0	.3	2.2	2.8	3.4	4.3	87.0
	Total enrollment	885	6.6	.1	1.0	1.1	1.7	2.6	93.4
	Voc. Educ. students	182	4.4	-	.5	.5	1.1	2.2	95.6
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	3,913	3.8	.3	.2	-	.3	3.0	96.2
WEST VALLEY	Full-time enrollment	4,843	10.4	1.7	2.6	.7	-	5.5	89.6
	Total enrollment	13,550	10.5	2.0	2.3	.8	-	5.3	89.5
	Voc. Educ. students	5,285	12.4	2.6	2.3	1.1	-	6.5	87.6
	Apprenticeship students	-	-	-	-	-	-	-	-
	K-12 composition	84,636	11.7	.2	2.1	.6	.6	8.3	88.3
YOSEMITE	Full-time enrollment	5,852	13.0	2.7	2.2	1.5	.3	6.2	87.0
	Total enrollment	11,683	11.7	2.5	1.6	1.5	.2	5.8	88.3
	Voc. Educ. students	7,270	11.2	2.4	1.5	1.2	.2	5.9	88.8
	Apprenticeship students	174	14.4	-	.6	1.7	6.3	5.7	85.6
	K-12 composition	61,401	15.2	.6	.5	1.1	.3	12.7	84.8
YUBA	Full-time enrollment	2,176	24.5	1.0	5.0	5.4	4.6	8.5	75.5
	Total enrollment	5,253	18.6	1.4	3.0	4.9	3.0	6.4	81.4
	Voc. Educ. students	1,647	18.6	1.2	2.4	4.3	2.9	7.8	81.4
	Apprenticeship students	34	8.8	2.9	-	-	5.9	-	91.2
	K-12 composition	27,159	16.6	.6	1.8	2.7	2.0	9.4	83.4
TOTAL	Full-time enrollment	305,420	25.1	1.0	4.3	8.4	2.3	9.2	74.9
	Total enrollment	824,315	23.7	.9	3.7	8.1	2.0	9.0	76.3
	Voc. Educ. students	300,841	23.3	.9	3.2	7.5	1.8	9.8	76.7
	Apprenticeship students	18,585	19.9	1.0	1.6	6.0	.8	10.4	80.1
	K-12 composition	4,351,179	29.7	.4	2.3	9.9	1.1	16.0	70.3

APPENDIX J

Table 2. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification

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District and Category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
ALLAN HANCOCK	Administration	10	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	110	5.5	-	.9	1.8	.9	1.8	94.5
	Voc. Educ. staff	110	9.1	-	1.8	.9	-	6.4	90.9
	Classified personnel	92	14.1	-	1.1	2.2	-	10.9	85.9
	K-12 composition	31,203	23.8	.4	1.6	3.9	1.0	16.9	76.2
ANTELOPE VALLEY	Administration	6	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	165	9.7	-	2.4	3.6	-	3.6	90.3
	Voc. Educ. staff	70	5.7	-	4.3	-	-	1.4	94.3
	Classified personnel	63	4.8	-	-	-	-	4.8	95.2
	K-12 composition	25,499	21.0	.4	2.7	3.1	.5	14.3	79.0
BARSTOW	Administration	5	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	60	3.3	-	-	-	-	3.3	96.7
	Voc. Educ. staff	30	3.3	-	-	-	-	3.3	96.7
	Classified personnel	31	29.0	-	-	9.7	-	19.4	71.0
	K-12 composition	9,675	33.5	2.6	1.2	6.3	.3	23.2	66.5
BUTTE	Administration	12	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	117	6.0	-	1.7	4.3	-	-	94.0
	Voc. Educ. staff	32	3.1	-	3.1	-	-	-	96.9
	Classified personnel	54	11.1	-	-	7.4	-	3.7	88.9
	K-12 composition	23,116	9.0	1.3	.6	2.0	.3	4.8	91.0
C.ABRILLO	Administration	9	11.1	-	-	11.1	-	-	88.9
	Faculty & Other Cert.	242	6.6	-	1.7	1.7	-	3.3	93.4
	Voc. Educ. staff	38	2.6	-	-	2.6	-	-	97.4
	Classified personnel	101	3.0	-	-	-	-	3.0	97.0
	K-12 composition	29,023	21.0	.4	2.0	.9	.8	17.0	79.0
CERRITOS	Administration	26	7.7	3.8	-	-	-	3.8	92.3
	Faculty & Other Cert.	521	10.7	1.0	1.2	1.5	.2	6.9	89.3
	Voc. Educ. staff	250	10.8	1.2	3.2	2.0	-	4.4	89.2
	Classified personnel	440	7.7	1.4	.2	.5	-	5.7	92.3
	K-12 composition	79,319	20.1	.4	1.1	.3	.6	17.9	79.9
CHAFFEY	Administration	10	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	306	7.8	-	-	2.3	.3	5.2	92.2
	Voc. Educ. staff	-	-	-	-	-	-	-	-
	Classified personnel	162	20.4	.6	1.2	4.3	-	14.2	79.6
	K-12 composition	61,066	21.4	.2	.4	2.2	.2	18.5	78.6
CITRUS	Administration	10	10.0	10.0	-	-	-	-	90.0
	Faculty & Other Cert.	280	16.4	.7	.7	3.2	10.0	1.8	83.6
	Voc. Educ. staff	40	2.5	-	-	2.5	-	-	97.5
	Classified personnel	242	20.2	-	1.7	1.7	5.0	12.0	79.8
	K-12 composition	40,035	21.6	.2	.7	5.9	.5	14.2	78.4
COACHELLA VALLEY	Administration	5	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	262	7.3	-	1.1	.8	-	5.3	92.7
	Voc. Educ. staff	72	2.8	-	-	1.4	-	1.4	97.2
	Classified personnel	99	24.2	-	-	7.1	-	17.2	75.8
	K-12 composition	25,264	38.5	.6	.8	4.5	.6	32.1	61.5
COAST	Administration	50	8.0	-	-	2.0	-	6.0	92.0
	Faculty & Other Cert.	473	2.7	-	.8	.2	.2	1.5	97.3
	Voc. Educ. staff	438	3.7	-	.7	.5	.2	2.3	96.3
	Classified personnel	457	5.7	-	.7	.2	.2	4.6	94.3
	K-12 composition	87,921	7.0	.2	1.3	.1	.5	4.9	93.0

Table 2. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification (cont'd)

BEST COPY AVAILABLE

District and Category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
COMPTON	Administration	11	54.5	-	-	45.5	-	9.1	45.5
	Faculty & Other Cert.	213	34.3	-	1.9	27.7	-	4.7	65.7
	Voc. Educ. staff	32	46.9	-	3.1	40.6	-	3.1	53.1
	Classified personnel	122	36.1	-	-	30.3	.8	4.9	63.9
	K-12 composition	57,379	75.2	.3	.3	59.4	.5	14.7	24.8
CONTRA COSTA	Administration	32	18.8	-	-	18.8	-	-	81.3
	Faculty & Other Cert.	745	12.1	.1	1.9	7.2	.1	2.7	87.9
	Voc. Educ. staff	161	3.7	.6	1.2	1.2	-	.6	96.3
	Classified personnel	249	15.7	-	1.2	11.6	-	2.8	84.3
	K-12 composition	142,486	17.9	.2	1.5	9.7	.8	5.7	82.1
EL CAMINO	Administration	34	5.9	-	-	5.9	-	-	94.1
	Faculty & Other Cert.	585	6.3	.2	2.6	2.2	-	1.4	93.7
	Voc. Educ. staff	226	3.1	-	-	2.2	-	.9	96.9
	Classified personnel	350	14.0	-	2.9	5.7	-	5.4	86.0
	K-12 composition	94,062	18.2	.4	2.4	5.1	.8	9.4	81.8
FOOTHILL	Administration	22	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	624	10.1	-	3.5	4.0	-	2.6	89.9
	Voc. Educ. staff	66	6.1	-	4.5	1.5	-	-	93.9
	Classified personnel	363	17.1	-	1.1	3.9	1.7	10.5	82.9
	K-12 composition	76,377	13.1	.3	3.2	1.6	1.1	7.0	86.9
FREMONT-NEWARK	Administration	10	10.0	-	10.0	-	-	-	90.0
	Faculty & Other Cert.	188	8.0	-	1.6	.5	-	5.9	92.0
	Voc. Educ. staff	16	-	-	-	-	-	-	100.0
	Classified personnel	56	7.1	-	-	-	-	7.1	92.9
	K-12 composition	41,952	15.9	.2	1.5	.8	1.6	11.8	84.[illegible]
GAVILAN	Administration	5	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	216	10.3	-	2.6	-	-	7.8	89.7
	Voc. Educ. staff	32	3.1	-	-	-	-	3.1	96.9
	Classified personnel	59	18.6	-	1.7	-	-	16.9	81.[illegible]
	K-12 composition	15,009	50.5	.2	2.0	.2	.4	47.6	49.5
GLENDALE	Administration	9	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	215	3.3	-	.5	-	-	2.8	96.7
	Voc. Educ. staff	100	1.0	-	-	-	-	1.0	99.0
	Classified personnel	78	3.8	-	-	-	-	3.8	96.2
	K-12 composition	24,494	12.1	.2	.9	.0	.5	10.4	87.9
GROSSMONT	Administration	15	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	412	5.3	.2	.5	1.0	1.5	2.2	94.7
	Voc. Educ. staff	48	8.3	-	-	-	4.2	4.2	91.7
	Classified personnel	187	8.6	1.1	.5	2.1	-	4.8	91.4
	K-12 composition	42,567	8.4	.4	.5	.6	.6	6.2	91.6
HARTNELL	Administration	6	16.7	-	-	-	-	16.7	[illegible]
	Faculty & Other Cert.	106	3.8	-	-	-	-	3.8	[illegible]
	Voc. Educ. staff	35	2.9	-	-	-	-	2.9	[illegible]
	Classified personnel	75	24.0	-	4.0	2.7	-	17.3	76.[illegible]
	K-12 composition	29,625	42.1	.2	1.6	1.2	3.7	35.4	57.3
IMPERIAL	Administration	8	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	121	8.3	-	-	-	1.7	6.6	91.7
	Voc. Educ. staff	50	6.0	-	-	2.0	-	4.0	94.0
	Classified personnel	64	21.9	-	-	-	-	21.9	78.1
	K-12 composition	22,919	59.6	1.4	1.0	3.3	1.3	52.7	40.4

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Table J. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification (contd)

District and Category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
KERN	Administration	32	3.1	-	-	-	-	3.1	96.9
	Faculty & Other Cert.	446	8.3	.4	.9	2.0	.4	4.5	91.7
	Voc. Educ. staff	136	5.9	-	.7	2.2	-	2.9	94.1
	Classified personnel	248	21.8	-	.4	7.7	.4	13.3	78.2
	K-12 composition	97,963	30.7	.6	.6	6.3	.8	22.3	69.3
LASSEN	Administration	5	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	89	3.4	-	-	-	-	3.4	96.6
	Voc. Educ. staff	14	-	-	-	-	-	-	100.0
	Classified personnel	24	5.3	-	-	5.3	-	-	94.7
	K-12 composition	2,215	11.0	2.9	.7	2.4	.5	4.6	89.0
LONG BEACH	Administration	21	4.8	-	-	4.8	-	-	95.2
	Faculty & Other Cert.	309	5.8	.3	.3	2.6	.6	1.9	94.2
	Voc. Educ. staff	344	7.6	-	.6	3.8	.3	2.9	92.4
	Classified personnel	211	7.6	.5	.5	3.8	-	2.8	92.4
	K-12 composition	66,607	20.0	.2	1.6	9.9	1.6	6.7	80.0
LOS ANGELES	Administration	79	13.3	-	4.0	5.3	-	4.0	86.7
	Faculty & Other Cert.	4,115	13.5	.2	3.1	5.6	.2	4.5	86.5
	Voc. Educ. staff	1,171	13.2	-	4.0	4.7	5.4	4.2	86.8
	Classified personnel	1,527	45.8	.1	3.6	33.4	.5	8.3	54.2
	K-12 composition	736,528	49.4	.2	3.6	21.3	1.1	23.1	50.6
LOS RIOS	Administration	43	16.3	-	2.3	7.0	-	7.0	83.7
	Faculty & Other Cert.	1,006	11.2	.2	2.7	5.0	.9	2.5	88.8
	Voc. Educ. staff	231	9.1	-	2.6	5.2	.4	.9	90.9
	Classified personnel	504	17.7	.2	4.2	6.3	.8	6.2	82.3
	K-12 composition	178,779	20.2	.4	3.2	7.6	.9	8.1	79.8
MARIN	Administration	12	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	313	8.6	.6	2.2	3.5	-	2.2	91.4
	Voc. Educ. staff	82	9.8	1.2	2.4	3.7	-	2.4	90.2
	Classified personnel	130	10.0	.5	1.5	4.6	-	3.1	90.0
	K-12 composition	44,516	7.2	.2	1.5	2.8	.6	2.1	92.8
MERCED	Administration	7	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	203	6.9	.5	-	3.0	-	3.4	93.1
	Voc. Educ. staff	24	8.3	-	-	4.2	-	4.2	91.7
	Classified personnel	81	28.4	-	-	3.7	-	24.7	71.6
	K-12 composition	22,776	32.1	.3	1.2	6.8	.9	22.8	67.9
MONTEREY PENINSULA	Administration	7	14.3	-	-	14.3	-	-	85.7
	Faculty & Other Cert.	252	6.3	-	1.2	2.8	-	2.4	93.7
	Voc. Educ. staff	78	3.8	-	-	3.8	-	-	96.2
	Classified personnel	380	38.9	.8	7.4	22.4	4.2	4.2	61.1
	K-12 composition	25,126	28.4	.1	5.1	13.2	4.0	6.0	71.6
MOUNT SAN ANTONIO	Administration	27	7.4	-	-	7.4	-	-	92.6
	Faculty & Other Cert.	526	8.4	.2	1.1	3.0	.4	3.6	91.6
	Voc. Educ. staff	378	9.5	-	.5	2.9	1.1	5.0	90.5
	Classified personnel	265	16.6	-	-	6.4	2.7	7.5	83.4
	K-12 composition	139,516	28.4	.2	.8	5.0	.6	21.8	71.6
MOUNT SAN JACINTO	Administration	5	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	71	2.8	-	-	1.4	1.4	-	97.2
	Voc. Educ. staff	25	-	-	-	-	-	-	100.0
	Classified personnel	38	5.3	-	-	-	-	5.3	94.7
	K-12 composition	12,819	25.2	2.6	.3	4.8	.1	17.5	74.8

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Table 2. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification (contd)

District and Category	Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
NAPA Administration	5	-	-	-	-	-	-	100.0
NAPA Faculty & Other Cert.	221	1.8	-	-	1.4	-	.5	98.2
NAPA Voc. Educ. staff	79	2.5	-	-	2.5	-	-	97.5
NAPA Classified personnel	60	-	-	-	-	-	-	100.0
NAPA K-12 composition	30,663	16.1	.5	1.7	4.0	1.7	8.2	83.9
NORTH ORANGE Administration	60	1.7	-	1.7	-	-	-	98.3
NORTH ORANGE Faculty & Other Cert.	1,199	6.5	.2	1.7	.1	.6	4.0	93.5
NORTH ORANGE Voc. Educ. staff	294	4.3	-	1.5	.3	-	2.5	95.7
NORTH ORANGE Classified personnel	922	12.7	.2	1.8	1.1	-	9.5	87.3
NORTH ORANGE K-12 composition	117,759	15.2	.3	1.7	.4	.3	12.6	84.8
OCEANSIDE CARLSBAD Administration	6	-	-	-	-	-	-	100.0
OCEANSIDE CARLSBAD Faculty & Other Cert.	138	5.1	-	-	-	-	5.1	94.9
OCEANSIDE CARLSBAD Voc. Educ. staff	36	-	-	-	-	-	-	100.0
OCEANSIDE CARLSBAD Classified personnel	55	23.6	-	3.6	1.8	1.8	16.4	76.4
OCEANSIDE CARLSBAD K-12 composition	13,756	28.0	.2	2.7	6.0	2.4	16.6	72.0
PALO VERDE Administration	4	-	-	-	-	-	-	100.0
PALO VERDE Faculty & Other Cert.	42	4.8	-	-	-	-	4.8	95.2
PALO VERDE Voc. Educ. staff	9	-	-	-	-	-	-	100.0
PALO VERDE Classified personnel	7	42.9	-	14.3	14.3	-	14.3	57.1
PALO VERDE K-12 composition	4,064	38.7	.5	.2	8.7	.0	29.3	61.3
PALOMAR Administration	11	-	-	-	-	-	-	100.0
PALOMAR Faculty & Other Cert.	334	9.0	1.5	.6	1.5	-	5.4	91.0
PALOMAR Voc. Educ. staff	77	1.3	-	-	1.3	-	-	98.7
PALOMAR Classified personnel	433	16.2	2.8	2.5	-	-	10.9	83.8
PALOMAR K-12 composition	36,21[illegible]	[illegible].2	.8	1.2	.5	.5	12.[illegible]	84.8
PASADENA Administration	8	-	-	-	-	-	-	100.0
PASADENA Faculty & Other Cert.	351	12.7	-	1.4	5.9	-	5.4	87.3
PASADENA Voc. Educ. staff	114	9.0	-	2.1	4.9	-	2.1	91.0
PASADENA Classified personnel	239	30.4	1.5	2.1	19.5	.6	6.8	69.6
PASADENA K-12 composition	54,634	27.9	.2	2.1	18.0	.6	7.0	72.1
PERALTA Administration	32	35.7	-	4.8	26.2	-	4.8	64.3
PERALTA Faculty & Other Cert.	1,118	28.5	.3	3.4	19.3	1.0	4.6	71.5
PERALTA Voc. Educ. staff	234	23.2	.4	2.5	16.5	1.4	2.5	76.8
PERALTA Classified personnel	348	52.0	-	7.8	38.2	.3	5.7	48.0
PERALTA K-12 composition	148,801	49.9	.4	4.1	36.7	1.4	7.3	50.1
RANCHO SANTIAGO Administration	27	14.8	-	-	-	3.7	11.1	85.2
RANCHO SANTIAGO Faculty & Other Cert.	561	9.3	-	.7	2.0	.5	6.1	90.7
RANCHO SANTIAGO Voc. Educ. staff	230	7.0	-	1.7	1.3	.4	3.5	93.0
RANCHO SANTIAGO Classified personnel	199	16.6	1.0	.5	3.0	-	12.1	83.4
RANCHO SANTIAGO K-12 composition	55,876	[illegible].1	.2	.9	4.6	.5	21.8	71.9
REDWOODS Administration	[illegible]	7.7	7.7	-	-	-	-	92.3
REDWOODS Faculty & Other Cert.	209	4.8	2.9	-	-	.5	1.4	95.2
REDWOODS Voc. Educ. staff	91	1.1	1.1	-	-	-	-	98.9
REDWOODS Classified personnel	93	4.3	1.1	-	1.1	1.1	1.1	95.7
REDWOODS K-12 composition	24,205	8.2	5.0	.3	.4	.3	2.3	91.8
RIO HONDO Administration	9	11.1	-	-	-	-	11.1	88.9
RIO HONDO Faculty & Other Cert.	441	10.4	.2	2.3	1.6	1.1	5.2	89.6
RIO HONDO Voc. Educ. staff	228	8.8	.4	1.8	3.1	-	3.5	91.2
RIO HONDO Classified personnel	129	19.4	-	-	.8	.8	17.8	80.6
RIO HONDO K-12 composition	57,149	39.9	.2	.8	.1	.2	38.5	60.1

APPENDIX J

Table 2. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification (contd)

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District and Category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
RIVERSIDE	Administration	9	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	245	6.1	-	.4	2.0	-	3.7	93.9
	Voc. Educ. staff	188	5.3	-	-	2.1	.5	2.7	94.7
	Classified personnel	200	20.5	3.0	-	9.5	-	8.0	79.5
	K-12 composition	50,339	22.4	.4	.9	7.8	.4	13.0	77.6
SADDLEBACK	Administration	6	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	136	2.2	-	-	-	-	2.2	97.8
	Voc. Educ. staff	28	-	-	-	-	-	-	100.0
	Classified personnel	67	6.0	-	-	-	-	6.0	94.0
	K-12 composition	40,645	6.3	.2	.9	.5	.4	4.4	93.7
SAN BERNARDINO	Administration	10	20.0	-	-	10.0	-	10.0	80.0
	Faculty & Other Cert.	550	8.5	.7	.5	2.0	.4	4.9	91.5
	Voc. Educ. staff	60	23.8	.5	.7	6.6	3.1	13.0	76.2
	Classified personnel	865	40.2	-	-	20.9	-	19.3	59.8
	K-12 composition	83,535	29.7	.4	.5	8.5	.2	20.1	70.3
SAN DIEGO	Administration	35	14.3	-	-	8.6	-	5.7	85.7
	Faculty & Other Cert.	406	9.1	1.5	.7	3.7	-	3.2	90.9
	Voc. Educ. staff	638.5	5.9	.8	.3	2.7	-	2.0	94.1
	Classified personnel	359	19.2	1.4	.3	9.2	1.7	6.7	80.8
	K-12 composition	127,255	26.7	.2	1.5	12.7	1.8	10.5	73.3
SAN FRANCISCO	Administration	50	22.0	2.0	4.0	12.0	2.0	2.0	78.0
	Faculty & Other Cert.	1,379	21.2	.1	7.9	6.8	1.3	5.1	78.8
	Voc. Educ. staff	484	19.0	.4	5.6	7.9	.8	4.3	81.0
	Classified personnel	307	39.4	-	5.2	27.4	1.3	5.5	60.6
	K-12 composition	82,694	68.0	.3	15.8	30.0	8.0	13.8	32.0
SAN JOAQUIN DELTA	Administration	19	7.9	-	-	2.6	-	5.3	92.1
	Faculty & Other Cert.	230	11.5	-	3.5	3.7	-	4.3	88.5
	Voc. Educ. staff	147	7.5	-	2.0	1.4	-	4.1	92.5
	Classified personnel	184	28.3	-	7.1	12.0	.5	8.7	71.7
	K-12 composition	70,161	30.7	.3	2.6	7.0	2.5	18.3	69.3
SAN JOSE	Administration	17	5.9	-	-	5.9	-	-	94.1
	Faculty & Other Cert.	530	14.0	.6	1.1	4.7	.2	7.4	86.0
	Voc. Educ. staff	288	7.6	.3	.7	1.7	.3	4.5	92.4
	Classified personnel	180	15.6	-	4.4	1.7	-	9.4	84.4
	K-12 composition	109,766	36.1	.3	2.1	4.8	.9	28.0	63.9
SAN LUIS OBISPO	Administration	7	28.6	-	-	-	-	28.6	71.4
	Faculty & Other Cert.	86	10.5	-	2.3	1.2	1.2	5.8	89.5
	Voc. Educ. staff	58	8.6	-	-	-	3.4	5.2	91.4
	Classified personnel	59	15.3	-	1.7	1.7	1.7	10.2	84.7
	K-12 composition	21,586	15.0	.2	1.3	1.6	.6	11.3	85.0
SAN MATEO	Administration	36	16.7	-	-	11.1	-	5.6	83.3
	Faculty & Other Cert.	604	10.6	.2	1.7	4.8	1.3	2.6	89.4
	Voc. Educ. staff	70	24.3	-	8.6	10.0	1.4	4.3	75.7
	Classified personnel	226	13.7	-	2.7	6.2	-	4.9	86.3
	K-12 composition	117,381	21.4	.3	2.8	7.7	2.0	8.7	78.6
SANTA BARBARA	Administration	13	15.4	-	-	-	-	15.4	84.6
	Faculty & Other Cert.	158	9.5	-	-	3.8	-	5.7	90.5
	Voc. Educ. staff	48	8.3	2.1	-	-	-	6.3	91.7
	Classified personnel	142	21.1	.7	.7	4.9	-	14.8	78.9
	K-12 composition	29,127	24.0	.2	1.2	2.7	.5	21.4	74.0

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Table 2. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification (contd)

District and Category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
SANTA CLARITA	Administration	7	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	69	4.3	-	1.4	2.9	-	-	95.7
	Voc. Educ. staff	7	28.6	-	-	28.6	-	-	71.4
	Classified personnel	37	2.7	-	-	-	-	2.7	97.3
	K-12 composition	15,691	7.4	.1	.3	.8	.2	6.0	92.6
SANTA MONICA	Administration	11	9.1	-	-	-	-	9.1	90.9
	Faculty & Other Cert.	569	7.0	-	1.1	2.6	-	3.3	93.0
	Voc. Educ. staff	133	6.8	-	3.0	3.0	-	.8	93.2
	Classified personnel	131	28.2	-	1.5	19.1	-	7.6	71.8
	K-12 composition	13,105	24.8	.3	2.0	7.9	.8	13.9	75.2
SEQUOIAS	Administration	10	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	130	3.8	-	-	.8	-	3.1	96.2
	Voc. Educ. staff	41	2.4	-	-	-	-	2.4	97.6
	Classified personnel	262	32.4	1.9	3.8	7.3	1.5	17.9	67.6
	K-12 composition	43,656	36.0	.2	.8	3.6	.9	30.4	64.0
SHASTA TEHAMA TRINITY	Administration	10	10.0	-	-	10.0	-	-	90.0
	Faculty & Other Cert.	133	3.0	-	1.5	-	-	1.5	97.0
	Voc. Educ. staff	54	-	-	-	-	-	-	100.0
	Classified personnel	112	2.7	.9	-	.9	-	.9	97.3
	K-12 composition	32,792	5.8	2.4	.2	.6	.2	2.4	94.2
SIERRA	Administration	9	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	100	3.0	-	1.0	-	2.0	-	97.0
	Voc. Educ. staff	69	2.9	-	1.4	-	-	1.4	97.1
	Classified personnel	93	12.9	1.1	7.5	1.1	1.1	2.2	87.1
	K-12 composition	28,441	9.0	.6	1.2	.7	.2	6.3	91.0
SISKIYOU	Administration	5	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	98	-	-	-	-	-	-	100.0
	Voc. Educ. staff	16	-	-	-	-	-	-	100.0
	Classified personnel	29	13.8	-	-	10.3	-	3.4	86.2
	K-12 composition	8,163	10.3	4.6	.5	1.7	.1	3.4	89.7
SOLANO	Administration	8	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	285	10.2	-	.7	6.3	.4	2.8	89.8
	Voc. Educ. staff	69	4.3	-	-	2.9	-	1.4	95.7
	Classified personnel	84	23.8	1.2	3.6	14.3	-	4.8	76.2
	K-12 composition	49,040	25.6	.3	1.9	12.7	2.7	7.9	74.4
SONOMA	Administration	13	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	331	7.2	.5	1.5	2.0	-	3.1	92.8
	Voc. Educ. staff	73	3.0	-	1.4	1.6	-	-	97.0
	Classified personnel	109	7.3	.9	.9	-	-	5.5	92.7
	K-12 composition	26,893	11.5	1.1	1.1	.8	.6	7.8	88.5
SOUTH COUNTY	Administration	19	10.5	-	-	5.3	-	5.3	89.5
	Faculty & Other Cert.	468	7.9	.2	1.9	2.4	.2	3.2	92.1
	Voc. Educ. staff	189	7.4	-	2.6	4.2	-	.5	92.6
	Classified personnel	148	20.9	1.4	4.7	4.7	.7	9.5	79.1
	K-12 composition	85,018	16.9	.4	1.8	1.9	1.2	11.5	83.1
STATE CENTER	Administration	25	4.0	4.0	-	-	-	-	96.0
	Faculty & Other Cert.	511	11.2	-	2.0	3.3	-	5.9	88.8
	Voc. Educ. staff	136	6.6	-	.7	2.9	-	2.9	93.4
	Classified personnel	216	13.9	-	2.3	2.8	.9	7.9	86.1
	K-12 composition	118,622	39.8	.5	1.9	6.4	.7	30.2	60.2

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Table 2. Fall 1972 District Data by Staff Category and Racial and Ethnic Classification (contd)

District and Category		Total	Total Minority	American Indian	Asian	Black	Other Non-Caucasian	Mexican American	Other Caucasian
SWEETWATER	Administration	10	10.0	-	-	-	-	10.0	90.0
	Faculty & Other Cert.	307	12.7	-	1.3	2.0	1.3	8.1	87.3
	Voc. Educ. staff	54	16.7	-	-	1.9	5.6	9.3	83.3
	Classified personnel	144	14.6	-	2.1	2.1	.7	9.7	85.4
	K-12 composition	50,959	32.7	.2	1.3	1.6	4.5	25.0	67.3
VENTURA	Administration	20	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	700	8.3	-	1.3	1.7	.3	5.0	96.7
	Voc. Educ. staff	205	6.3	-	2.4	.5	-	3.4	93.7
	Classified personnel	261	13.0	-	.8	1.1	-	11.1	87.0
	K-12 composition	110,915	21.4	.2	1.1	2.0	.7	17.4	78.6
VICTOR VALLEY	Administration	6	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	113	6.2	-	.9	1.8	-	3.5	93.8
	Voc. Educ. staff	23	13.0	-	-	-	4.3	8.7	87.0
	Classified personnel	40	10.0	-		7.5	-	2.5	90.0
	K-12 composition	11,736	17.9	.4	1.0	7.1	.4	9.0	82.1
WEST HILLS	Administration	4	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	46	-	-	-	-	-	-	100.0
	Voc. Educ. staff	18	-	-	-	-	-	-	100.0
	Classified personnel	16	-	-	-	-	-	-	100.0
	K-12 composition	17,989	40.7	.4	.8	5.2	.9	33.5	59.3
WEST KERN	Administration	3	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	44	2.3	-	2.3	-	-	-	97.7
	Voc. Educ. staff	11	9.1	-	9.1	-	-	-	90.9
	Classified personnel	193	15.5	1.0	1.6	2.6	2.1	8.3	94.5
	K-12 composition	3,913	3.8	.3	.2	.0	.3	3.0	96.2
WEST VALLEY	Administration	16	12.5	-	-	-	-	12.5	87.5
	Faculty & Other Cert.	441	7.0	.2	1.1	1.4	1.1	3.2	93.0
	Voc. Educ. staff	141	.7	-	.7	-	-	-	99.3
	Classified personnel	173	20.8	.6	.6	1.7	-	17.9	79.2
	K-12 composition	84,638	11.7	.2	2.1	.6	.6	8.3	88.3
YOSEMITE	Administration	20	-	-	-	-	-	-	100.0
	Faculty & Other Cert.	482	4.1	.2	.6	1.0	-	2.3	95.9
	Voc. Educ. staff	230	2.2	.4	-	.9	-	.9	97.8
	Classified personnel	173	13.2	-	1.7	5.8	-	5.8	86.8
	K-12 composition	61,401	15.2	.6	.5	1.1	.3	12.7	84.8
YUBA	Administration	10	10.0	-	-	-	-	10.0	90.0
	Faculty & Other Cert.	249	8.4	-	2.4	3.2	.4	2.4	91.6
	Voc. Educ. staff	41	17.1	-	4.9	7.3	-	4.9	82.9
	Classified personnel	121	13.2	-	1.7	5.8	-	5.8	86.8
	K-12 composition	27,153	16.6	.6	1.8	2.7	2.0	9.4	83.4
TOTAL	Administration	1,127	9.5	.4	.9	4.8	.2	3.2	90.5
	Faculty & Other Cert.	27,268	10.7	.2	2.0	4.1	.5	3.9	89.3
	Voc. Educ. staff	3,420.5	8.3	.2	1.8	3.2	.3	2.8	91.7
	Classified personnel	14,164	22.7	.5	2.1	10.6	.6	8.9	77.3
	K-12 composition	4,351,675	29.7	.5	2.3	9.9	1.1	16.0	70.3